

VOLUME XV

NUMBER 2

The A.T.A. Magazine

OFFICIAL ORGAN OF THE
ALBERTA TEACHERS' ALLIANCE, INC.
Magistri Neque Servi



OCTOBER, 1934



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Official Organ of the Alberta Teachers' Alliance, Inc.
Published on the First of Each Month.

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No. 2

Editorial

One Hundred Percent?

AT the last Annual General Meeting of the Alliance a recommendation was unanimously adopted that a plebiscite be taken of Alberta teachers whether members of the Alliance or not, on the question of making of teaching a real profession analogous to that of medicine, dentistry, law, accountancy, nursing, etc. Furthermore, last August the Toronto Convention of the C.T.F. passed the following:

"RESOLVED: That the C.T.F. make it a matter of policy to improve by every means possible the professional status of teachers, having in view the ultimate goal of having in this Federation a hundred per cent. membership."

It is evident from the above that the campaign for "official teacher status" has been launched throughout the whole Dominion of Canada and from reports received from several of the provinces, there are excellent prospects of substantial progress being made.

IT is strange that teaching has not long ere this legally reached the status of a profession. Although we have attended hundreds of gatherings of teachers and laymen—conventions, receptions, delegations, etc.—where the subject has been introduced, we have never yet heard the idea denounced; in fact, the principle has without exception been endorsed by laymen. They concede that teachers as a professional organization should have some say in: deciding upon who shall and who shall not be admitted to practice; determining the conditions under which they work; issuance and cancellation of licences; disciplining wayward members, etc. Since time immemorial teachers have talked "professional status" as an ultimate objective, and then let the question rest there; but at last there seems to be a determination taking firm hold of the group that they must emerge from

words into the realm of action. It is too much to expect of laymen that they will take up the burden and crusade for the cause of those who have not sufficient intelligence to be courageous, and who lack a sense of loyalty to their calling and to one another, and on that account have not accepted to the full their responsibility as citizens of the community. It is certain that unless the teachers themselves manifest in no uncertain way the will, the *settled determination* to progress in this regard, their ultimate aim will *never* be reached—nor even approached. The same step is being taken in other provinces throughout the Dominion as in Alberta: a vote is being taken as a preliminary step. If the result of the vote is overwhelmingly favorable to the idea (as we confidently believe will be the case) then whatever steps are deemed necessary and practicable will be taken to obtain legislation to effect the necessary changes.

THE first reaction of those inclined to be superficial and critically disposed towards the proposal is that it is prompted by a desire to coerce those who are not now members of their provincial organization. Is not all government coercion, whether democratic or autocratic, be it government in church affairs, in home, in school board meetings, in village, town or city council, in community or service club or anywhere else? The only difference between democracy and autocracy is that which exists between coercion by the majority and coercion by the minority. The person who urges that coercion by majority rule is wrong and objectionable is often really the exponent of a more objectionable type of coercion—the minority (often a minority consisting of one individual) blocking the will of the majority. But really this question is not motivated by a desire to coerce anybody: it is merely an indication of growing and ever increased strength of the Alliance, both numerically and in every other way. Did the organization not include the greater proportion of the teachers of Alberta, the anti-coercionists (if such there be) would have a stronger case. Coercion is not the issue at all; for we find every non-member included in one or other of the following classes:

- (1) Those who have postponed membership because of lack of personal contact, or personal approach.
- (2) Those who have gotten behind in their membership fees, but have just forgotten or refrained from sending them in.
- (3) Those who believe they should not join until everybody else is obligated to join: they don't believe in "voluntary contributions", but would willingly pay their share if everybody else were compelled by law to do so.

WE quote below from a circular issued to the teachers of British Columbia by the B.C. Teachers' Federation, setting forth the advantages which would accrue from one hundred per cent. membership which they also hope finally to achieve by legislation in the near future:

- (1) The support of all active teachers would be secured.
- (2) The time, energy and money now spent in membership and solicitation work would be eliminated.
- (3) The recording and clerical work connected with membership would be simplified and greatly reduced.
- (4) The work of Local Association Officers would be materially decreased.
- (5) The cost of organization activities from which all teachers benefit would be shared by all teachers.

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- (6) Fees could be reduced, or increased benefits could be given; or a combination of both could be effected.
- (7) The organization could concentrate its activities on constructive and concrete work for the advancement of education and the welfare of the teaching profession.
- (8) The organization, through its Local Associations, could render valuable public and community services.
- (9) The organization would gain greatly in added prestige and influence if it were a "one hundred per cent." organization.

- (10) Such an organization would result in a finer teaching profession with a high *esprit de corps* and an increased status.
- (11) It would result in a united profession actively engaged in working upon its own problems.
- (12) It would promote harmony and goodwill between all teachers of the Province.

It is to be hoped that when the ballot is received, each teacher in Alberta will appreciate the significance of the vote taken and see to it that he votes without delay.

Propose Major Changes in Secondary Education System

The Curriculum Review Committee, convened by the Minister of Education, met at the Government Buildings, Edmonton, on June 20th, 21st, and 22nd, 1934. The following members of the committee were present: Hon. Perren Baker, Minister of Education; Dr. R. C. Wallace, President, University of Alberta; Dr. J. T. Ross, Deputy Minister of Education; Dr. W. G. Carpenter, Director of Technical Education for the Province of Alberta; Dr. M. E. Lazerte, Director of the School of Education; Dr. John McDonald, Department of Psychology; Mrs. M. M. Rogers, representing the Trustees' Association; G. W. Gorman, Chief Inspector of Schools; E. J. Thorlakson, representing the Teachers' Alliance; E. L. Fuller, High School Inspector; Dr. H. C. Newland, High School Inspector; and G. Fred McNally, Supervisor of Schools. Mr. Baker presided.

The meeting was opened by Mr. Baker who welcomed the committee and outlined the purpose for which it had been called.

An interesting visitor at the morning session of the meeting was Mr. W. G. Black, Assistant Professor of Education, University of British Columbia. Mr. Black gave a short resume of the new curriculum which has been adopted in British Columbia, outlining its aims and purposes, and the plan on which it has been built. The B.C. Committee had outlined three major courses for the so-called academic student—viz. Matriculation, Normal Entrance and "General". The latter had met a fate entirely similar to that of the "General" course in Alberta. Practically no students had selected it. Mr. Black had hopes that by keeping the standards just as high in this course as in the other two employers and parents might be educated to the point of preferring this course because of its greater flexibility. He also explained in detail the system of credits in use in B.C. The new curriculum increased the time required for Junior Matriculation and Normal Entrance (Second Class) to four years. The subject matter was not divided into units, but each carried a certain credit according to the time spent on the subject per week per year. Thus a subject appearing in the school time-table for two periods of 40-45 minutes per week throughout the year receives a weighting of 2 credits. Similarly a subject appearing once every day for the same length of period would receive 5 credits. Successful completion of 120 credits in any one of the three courses entitles the student to the appropriate certificate, i.e., Matriculation, Normal Entrance, or High School Graduation. The next hour was spent by the various members of the committee questioning Mr. Black with regard to the new curriculum. Mr. Black's talk was very interesting and informative, both from the standpoint of the theory underlying their procedure and the attitude of various bodies to the proposals of the curriculum committee.

Mr. Baker opened the discussion by propounding the

general question—"What is it that we want our schools to do which they are not doing?" The answer may be summarized in this way—the schools at present are meeting the needs of the academic type of student quite satisfactorily, but as a result of the great rush of students into the secondary school the needs of students not destined for professional life are receiving too scant attention. The bulk of the students took the academic courses for two reasons: (1) their parents desired them to have a training as good as the best, without regard to the students' capacities and interests; (2) in very many schools it is the only course available. It was agreed that if a number of students now in the schools are unfitted both in mentality, aptitude and interest to pursue this course with profit, it was unsound to have the "General Course" consist of the same material and be identical with it, except for a larger number of options, even to the point of requiring the same standard for graduation. The possibility of an examination at the end of Grade IX which might have prognostic and discriminative value, on the results of which the school would be justified in saying to the student, your educational future lies along this or that road, was explored. The scheme proposed would give both student and teacher the greatest freedom up to this point, but thereafter choice must be made. The entire committee participated in the discussion of this suggestion. It was ultimately rejected for these reasons:

- (a) Doubt if such a test could be devised.
- (b) Feeling that in many pupils aptitude did not appear definitely until later adolescence.
- (c) Many other factors should be taken into account which could not be tested by an examination, e.g. a cumulative record of the pupil's entire school history.
- (d) Because such a scheme made no provision for those who did not pass the examination.

It was freely admitted on the one hand that the state had a right to demand a high quality of training for its leaders and that the university must receive these potential leaders with adequate preliminary training, and on the other that the great bulk of the secondary pupils did not fall within that group and that this committee in its planning must never lose sight of the interests of this majority. At present many of them are in the academic courses to the great detriment of the abler students and to no great advantage to themselves.

At the opening of the afternoon session the Chairman asked that the committee consider the needs of the pupil of average ability who is destined to enter commercial life or to farm. Each member of the committee was asked to outline what he thought would be the best program for such a boy. It soon became apparent that if he were to be confined to the present lay-out of subjects very extensive modifications would have to be made in such units as Mathema-

tics, Literature, Science and History; in the methods of teaching and of testing. He would be much better prepared if he could have some health education, both personal and public, some music, some study of social problems and an elementary course in business.

The committee then addressed itself to a consideration of various plans for making such a program possible, having in mind the limitations of the schools in smaller communities. The suggestion that a parallel course of great wealth of useful material in the matter of living and provision of generous options was abandoned because of the obvious inability of these communities to furnish this second main highway.

The possibility of attaining the goal desired by extending the course to five years was then canvassed. Evidence was submitted to the effect that sixty per cent of all who secure Grade XII standing are taking five years now. It was felt, however, that (1) the psychological effect of saying to the public at this time that it must finance an additional high school year under present conditions would be very bad, and (2) there was no justification for requiring the 40% who could do the required work without difficulty in four years to spend an additional year.

It was then proposed that all pupils be given the same material, but that those desiring Matriculation or Normal Entrance be required to reach an average of 65%. This would sift the better students, and all others would automatically proceed via the General course route. Again the reflection that such a proposal took no account of the great desirability that new and better material be offered these people caused the scheme to be rejected.

At the opening of the Thursday morning session the Chairman asked that the committee explore the possibility of drafting a new course which would not only provide an adequate foundation for advanced study either in the University or the Normal School, but at the same time would provide an interesting and useful course for the student whose formal education would finish with the third or fourth year of the high school. As a result of this discussion it was decided to recommend the following: the organization of a junior school of two years, in which the courses would be of broad, general interest, generously provided with options and required of everybody, and then a senior school of two years where specialization would take place, some students following one route to Senior Matriculation, others another route to Normal Entrance (First Class), and a third group who had shown sufficient strength and interest to warrant further courses continuing those subjects which had given them satisfaction in the junior school. Pupils who have definitely chosen at the end of Grade VIII to proceed to commercial or technical training will register at once in these schools. Others, who decide on such training later, will find a convenient place for transfer at the end of the junior school.

The following program is proposed for the junior school:

FIRST YEAR

Required	Optional
English I	Dramatics I
General Mathematics I	Choral Music I
Social Studies I	Instrumental Music I
General Science I	General Shop or Household
Health, Physical Training I	Economics I
A foreign language I	Junior Business I
	Art I
	Agriculture I

SECOND YEAR

Required	Optional
English II	General Mathematics II
Social Studies II	A second language
General Science II	Dramatics II
Health, Physical Education II	Choral Music II
Geography	Instrumental Music II
	Art I
	General Shop or Household
	Economics II
	Agriculture II

The program of the senior school would be made up from the following:

Health and Physical	English—2 years
Education—2 years	Science—2 years
Social Studies—2 years	Language—2 years
Mathematics—2 years	Art—1 year
Choral Music—2 years	Dramatics—2 years
Instrumental Music—1 year	Commercial History—1 year
History of Education—1 year	
Chemistry for girls—1 year	

Notes and suggestions as to content of the various subjects:

(1) Economics will be included as part of the Social Studies, a certain amount of economic history to be introduced in the junior school and a course somewhat similar to the one now in use included in the Social Studies of third year.

(2) Agriculture will include elementary biology and horticulture.

(3) The history content of Social Studies. The sub-committee suggested this distribution of the material of British and Canadian History:

Canadian—Grade VII—Beginnings to 1763.

Grade VIII—1763—1867.

Grade IX—The Modern Period.

Similarly the British material would be divided into three periods and concluded at the end of Grade IX. This, of course, would imply the inclusion of British and Canadian History in their proper setting in the stream of world history of the later grades. The distribution of the material in the later grades requires further study. The sub-committee suggests a course in Canadian problems of citizenship studies as are needed, with ample provision for current history. The suggestions of the sub-committee were tentatively approved, and the committee asked to have ready for distribution to the members, somewhat before the fall meetings, full details as to the content of the courses which it would propose for such an outline as that proposed above. The committee also went on record as favoring the intensive study of the history of a period, rather than an attempt to cover the entire field of history in an encyclopedic fashion as has been done heretofore.



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(4) **Mathematics.** The committee approved the introduction of General Mathematics at the beginning of Grade VII, this organization to be continued through the junior school. The distribution of the material in the senior was left to the subject-matter committee. Under this plan no additional unit of Arithmetic will be required after Grade IX.

(5) **Science.** The following is the proposed organization of the Science material: Junior school—two years of general science, the second to contain much of the Physics now included in Physics I. In the third year an attempt will be made to offer a combined course of Physics and Chemistry, one half year of each. The fourth year will contain a year each of Chemistry, Physics and Biology.

(6) **Languages.** There shall be one year of each of two languages in the junior school, to be followed by two years in the language chosen in the senior school.

(7) **Health Education and Physical Training** are to be required subjects throughout both junior and senior schools, with a weighting of two credits per year. Provision is to be made in this course for the following topics: temperance education, mental hygiene, including psychology of learning and habits of study, personal hygiene, public health and such physiology as the subject matter specialists may deem necessary.

(8) **English.** By the removal of the oral work it was felt that the weighting of English could be reduced to eight credits per year. The subject matter committee is urged to devise a course in Composition which will give much practice in writing and to include a generous percentage of modern material in the work of each year in both that prescribed for study and the supplementary reading.

(9) The course in **dramatics** will include public speaking, debating and voice production.

(10) Provision for assisting teachers in organizing extra-curricular activities should be made in the Summer School program.

Discussions and tentative decisions on related topics:

(1) It was decided to recommend the adoption of a system of crediting similar to that in use in British Columbia, to replace the present "unit" plan. Under the B.C. scheme a credit is given for the successful completion of work taken one period per week per year.

(2) In the event of the organization into junior and senior schools, as outlined above, being adopted, the committee would favour comprehensive examinations at the end of the junior school and again at the end of the senior school. All other promotions should be made by the local staffs. Some discussion took place as to a scheme for accrediting certain schools. It is recommended that possibilities along this line be further studied while the matter of re-organization of the high schools is under consideration.

(3) It is recommended that the matter of required units in the senior school for students preparing for Normal Entrance be left to a committee representative of the Normal schools and the Department of Education. Some discussion took place on the problem of a two-year Normal course. As between Grade XI and a two-year course and Grade XII and a one-year course the committee appeared to favor the latter.

(4) In the discussion of Mathematics Dr. Wallace stated that he did not believe that fourth year Mathematics should be required for Senior Matriculation for all faculties. He will discuss the possibility of options here with the faculties concerned, and report to the fall meeting.

Summary of Replies from A.T.A. Locals

Re.

Questionnaire of the Minister in Connection With Curriculum Review

1. What should we expect to accomplish through our schools?

The subjects taught should be related closely to the interests of the pupils—they should be humanized, i.e. Physics should be correlated with such subjects as radio, automobile and similarly with Chemistry or Domestic Science—there is a tendency for subjects to be removed entirely from contact with the daily life of the pupil.

It is recommended that to avoid over-specialization there might be a small commercial department in the academic school or a similar department in technical or domestic science work and so on generally.

2. It is often said that while the world has been rapidly changing the school has stood still and therefore is not meeting the needs of to-day. To what extent is this true and what changes should be made in the school to meet these new conditions?

The truest picture of our educational need will be obtained if, mentally we wipe out existing institutions, then plan a school system for the vast majority and lastly provide machinery for selecting college candidates . . . adapting certain courses to changing conditions.

3. One of the problems of the school arises from the varying interests and capacities of the pupils. Is it possible by some modification of our course to meet the needs of all more completely? Indicate the changes you would suggest.

We should begin to lay marked emphasis on the crafts and hobbies and all possible varieties of occupations in which wholesome pleasure is derived from creation or participation. Some of these, i.e. dramatics and public speaking are of such obvious training values that they deserve to rank as courses.

There is a general demand also for modification of the courses in History, and Economics, bringing them into line with current thought. Courses in History and Economics could be supplemented by collateral reading.

4. The General Course has not been selected by pupils in any considerable numbers. Is it desirable that pupils who are not going on to higher education should take advantage of the wider choices in this course? If so, how can they be directed into it?

Popularizing of a General Course depends primarily upon two factors—

1. Broadening out of the University to meet modern conditions.
2. A radical departure from the present system of outside examinations and the granting of credits by approved teachers (similar to the B.C. and Ontario systems.)

The granting of credits by the University should be extended to other than strictly academic courses.

5.—The Department Examinations in the first year and in certain subjects of the second year have been eliminated. Was this a wise move? Should it be extended? If so, how far?

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This question, to some extent, has been answered in the foregoing, but further, however, we may say that there seems to be a general concurrence in the view that the elimination of examinations is a successful experiment though many are doubtful as to its value in rural, village, town and small city districts where the teachers are subjected to the interference of parents, and others directly interested in the promotion of pupils.

Again the whole matter could be greatly remedied by raising the standard of teachers provided through higher qualification, security of tenure, and a pension scheme, and giving them greater freedom to exercise their discretion in the schools.

The Folk schools of Denmark are setting an admirable example in allowing teachers to exercise initiative in their professional capacity with respect to choice and treatment of courses, textbooks and granting of credits.

6. What subjects, if any, should be dropped?

It is not a matter of dropping subjects but rather of making the course more flexible.

7. What subjects, if any, should be added?

Current events, dramatics and music (vocal and choral work as well as instrumental.) (It is to be understood that the subject of vocal music should not be confined to extra-curricular activities).

8. Is too much time being spent on some subjects and too little on others? Specify.

Too much time is being spent on Mathematics and History—too little time on current events.

9. What else would you suggest for the improvement of our schools?

A greater proportion of the costs of education should be borne by the state.

Education is primarily the obligation of the province and the province should be supporting it primarily.

A two-years' training course for teachers.

As education is generally regarded as a highly important concern in any democratic state, it should receive a greater degree of consideration than it has received from the members of the government. This consideration should be specially directed towards such problems as the enlarging of the administrative unit, the broadening of the basis of taxation for educational purposes and the improvement of the quality of education. In our opinion the last-mentioned aim would be greatly furthered not only by giving the teacher greater security of tenure but also by providing for an adequate pension scheme, two factors which perhaps more than any others would help to build up and maintain a satisfactory standard for the teaching profession.

Instead of departmentalizing the Public Secondary School Curriculum it is suggested that a curricular unity be adopted. By this we mean that instead of having 3 curricula for Secondary Schools, namely Academic, Commercial and Technical, the subjects of these 3 be combined into a single Course of Studies, with allocations for units from it to specialized schools or departments of schools to specialize on certain units.

In our opinion the matter of certification of teachers should be vested in some body with statutory powers which body would have under its purview the training and certification of teachers, cancellation of certificates, issuance of certificates by reason of the holders having recognized equivalents and to deal with all further matters relevant to certification of teachers and the work each class of certificate shall entitle its holder to perform in the schools.

Local News

LETHBRIDGE

The September meeting of the Lethbridge local A.T.A. was held in Central school with a good attendance. Following a social half hour a number of interesting reports were heard. Membership stood exceptionally high, finances were sound and the medical and hospital associations thriving. W. S. Brodie reported on the recent questionnaire.

Miss C. McEachern gave an interesting account of the historical exhibit which was handled at the fair. Many items of interest had been on display promising well for the city's jubilee celebration to be held in 1935.

Miss Edna Scott, District Representative, reported that she found the procedure of the Provincial Executive business-like, educational and enlightening, also very essential in dealing with certain conditions in remote parts of the province. A policy of having more district locals is being followed.

A hearty welcome was extended to Miss Muloch of Bridgewater, N.S., who is teaching at Central school under the exchange system.

A very enjoyable teachers' picnic was held on June 16th, last, at Dillberry Lake. Teachers congregated from Macklin, Provost, and Hayter districts. The afternoon was spent in boating, swimming and ball games, after which a hearty picnic supper was enjoyed.

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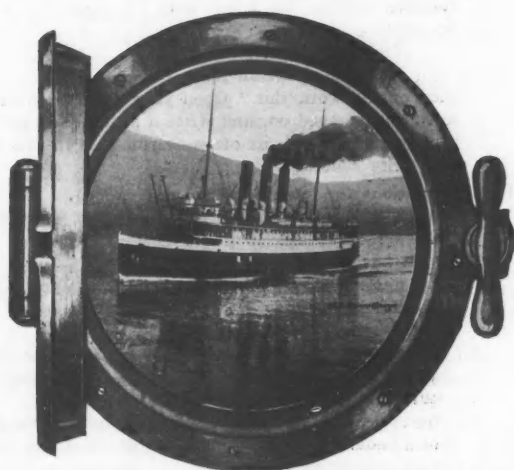
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The "Better English" Department

Conducted by Dr. C. Sansom

The material in this Department is being prepared by a committee of Calgary teachers. One of the aims of the committee is to provide self-explanatory exercises which may be done by the pupils themselves with little or no assistance from the teacher. A rural teacher should be able to place a copy of the Magazine before a pupil, tell him to do a certain exercise, and leave it entirely to him. In the larger town and city classes the hectograph or ditto machine may be used to prepare copies for the pupils. The main object here is to keep the teacher quiet for a while and give the pupils a chance. In true teaching, as opposed to mere instruction, the aim should be to draw as fully as possible on the skills and abilities the pupils already possess. Why, for instance, after teaching children how to read, should we proceed in our work with them as though they were unable to use this ability for any useful purpose?

You are invited, therefore, to co-operate with the committee by sending in "self-help" exercises in English. Select a topic that should be taught in a given grade, one that you feel calls for special attention, and, if possible, self-checking as well. In doing this you may help many others—perhaps most of all yourself.

Grade V

I About Sentences (for the pupils).

In writing our sentences we must be careful not to use too many "ands." Last month we learned that one way to do this is to use "who" or "which" sometimes instead of "and." This month we shall study another way to do it, by using "when." Look at these sentences and you will see what is meant:

1. David saw his broken balloon and he began to cry.
2. When David saw his broken balloon, he began to cry.
3. David began to cry when he saw his broken balloon.

You see that in the last two sentences "when" is used instead of the "and" in the first sentence. In Sentence 2 "when" comes at the beginning, and there is a comma to separate the two parts of the sentence. In sentence 3 "when" comes in the middle, and there is no comma. Now see if you can write each of the following sentences in two other ways using "when" instead of "and." Be careful to keep the meaning exactly the same; and don't forget about the comma.

- Ex. 1.
1. I was walking down town and I saw a runaway horse.
 2. I heard a knock and I opened the door.
 3. I opened the door and I couldn't see anybody.
 4. Jack saw that he had failed and he looked very worried.
 5. They saw the animal approaching and took to their heels.

(To the teacher: If some of the pupils change the meaning or have some other difficulty in doing Ex. I correctly, do some remedial work in a teaching lesson and give the following exercises as a follow-up, the next day perhaps).

- Ex. 2.
1. The fine was paid and he was released from prison.
 2. The enemy advanced and he saw that all was lost.
 3. His teacher corrected him and he got very angry.
 4. Their automobile overturned and they thought they would all be killed.

5. He finished his pie and took a piece of cake.
- Ex. 3. Write five "when" sentences that are questions, as
When does the postman come?
- Ex. 4. Write five "when" sentences that are not questions, as
When I finish the work, I'll read a story.

II Vocabulary Exercise (for the pupils).

- (a) Look at these words. They are arranged in two columns, as you see. If you take any word in one column you can find a word in the other column which has just about the same meaning. Write the first column in your notebook just as it is here. Then opposite each word write the word in the other column which has almost the same meaning. What are words called that are almost the same in meaning?

surprise	fatigued
frightened	multitude
tired	alarmed
still	hesitate
queer	onlooker
crowd	foretelling
pause	astonishment
responded	strong
spectator	motionless
prophecy	clumsy
sturdy	odd
awkward	answered

- (b) If you have finished writing the two columns, and there is still some time left, play "Tick-tack-toe" with the words. Close your eyes and go up and down the columns tapping the words with your pencil. As you go, say:

Tick, tack, toe. Here I go.

If I miss, I hit on this.

Stop on the word "this." Open your eyes, discover the word you stopped on, and write a sentence using that word. Choose words as often as you wish in this way, and write sentences using them.

III Suggestions for letter writing (any grade).

1. Write a letter to a school friend who left your school three months ago to go to England, and tell him what has happened since he left.
2. An uncle has written asking you what you would like for a birthday present. Write the letter you would send in reply.
3. Your godfather has sent you \$5.00 for your birthday. Write a letter thanking him and telling him what you propose doing with it.
4. Write a letter to a friend thanking him for the loan of a book. Tell him the things in the book you found most interesting.

IV Vocabulary and Free Oral Expression (any grade).

Ask the pupils to prepare short talks on subjects of current interest to be given before the class. This exercise is suitable for all the higher grades and may be varied almost indefinitely. A few such talks may be given at the opening or closing of school each day; or more elaborate "addresses" may be worked up to be given before an invited "audience" on Friday afternoon. The value of the exercise depends almost entirely on the care and enthusiasm with which it is done. The talks of course, should not be memorized; posture and diction should be correct at all times; and the story should be told in a clear, direct, and entertaining

manner. In general the pupil should be given his own choice of topic; and he should be encouraged to draw upon his own resources to the fullest possible extent.

Grade VI

I Word Study (for the pupils)

Ex. 1. Write the following sentences selecting the right word from those in the brackets:

1. He is (to, too, two) ill to do his work tonight.
2. She is usually (poring, pouring) over a book.
3. He killed the (bear, bare) with his (bear, bare) hands.
4. A (pain, pane) of glass is easily broken.
5. The (pale, pail) child was carrying a (pail, pale) of water.
6. She gave him a (rap, wrap) on the head.
7. In some countries women must wear a (veil, vale) on the street.
8. It is (great, grate) fun to play in front of the (grate, great).

Ex. 2. Think of a word that sounds exactly the same as each of the following, and write a sentence using it. What are words called that are alike in sound but different in meaning?

Steal, waste, threw, male, fare, birth, check, beet, stair, prey.

Ex. 3. Write the sentences below putting in each blank a suitable word from this list: vivid, graceful, serviceable, contrary, humorous, sylvan, spacious, faltering, solitary.

1. The speaker told such a story that everybody roared with laughter.
2. With steps the feeble old man walked down the steps.
3. A flash of lightning illuminated the landscape.
4. The cloak she wore fell in folds over her shoulder.
5. On account of winds the vessel made little progress.
6. The dining room could seat over a hundred guests.
7. My overcoat is not new, but it is still quite
8. It is delightful to stray through groves in summer.
9. A robin has taken our garden into his charge, all the other birds having flown.

II Suggestions for Composition.

1. Continue the following story: Our house is situated at the cross-roads. One day as I sat in the garden I heard a crash
2. Complete the following story: This morning I went for a walk in the country. As I came near to a farmhouse I heard cries of "fire!"
3. Write a story from the following notes: Children on a lonely beach . . . launch a boat . . . carried out to sea by tide . . . seen by coast-guards . . . rescued by motor-boats.
4. Also from these: Farmer and his wife go to town . . . children alone in farm-house . . . prairie fire . . . the neighbors arrived . . . fight with the fire.

Grade VII

I Substitutes for "said" in direct speech (for the pupils).

Last month we learned that "said" is by no means the only word to be used to introduce a quoted statement or remark (direct speech), and that greater variety and effectiveness often result from the use of words like "exclaimed", "thundered", "commanded", etc. For further practice in this, copy the following anecdotes replacing "said" by a more descriptive word. Try to use a different word each time. Note carefully the use of quotation marks, commas, capitals, etc. Make it a perfect exercise.

"Bother my bad memory!" said the professor at the reception.

"What trick has it played you now?" said the friend.

"Why," said the professor, "I hate these crowded functions and I intended to forget that I was expected to come. Yet here I am having forgotten to forget."

2. "Mary," said Mrs. Greene to her maid, "how can you tell an old chicken from a young one?"

"By the teeth ma'am," said Mary.

"How Silly!" said the mistress, "A chicken has no teeth."

"No," said Mary, "but I have."

3. "Waiter," said the customer, "what is this that you have brought me?"

"Chicken pie," said the waiter.

"But there is not a bit of chicken in it," said the customer.

"That's right," said the waiter; "it isn't necessary to have chicken in chicken pie."

"Then why do you call it chicken pie?" said the customer.

"That's all right, sir," said the waiter. "There's no dog in dog biscuit, is there? Do you hope to find a cottage in a cottage pudding?"

II Use of the apostrophe to show possession (for the pupils).

You have already learned that the apostrophe is used with "s" to show ownership or possession. If Ned has a book, we say, "It is Ned's book." Look at the sentences below and make sure that you know how the apostrophe is used:

- (1) with *singular nouns* to show possession ("man", "Charles", and "Countess" in 1, 2, and 3);
- (2) with *plural nouns that end in "s"* ("boys" and "ladies" in 4 and 5);
- (3) with *plural nouns that do not end in "s"* ("children" in 6).

1. The man's hat blew into the lake.
2. Charles's ball rolled across the street.
3. The Countess's remark displeased the King.
4. The boys' hats were taken away.
5. The ladies' coats are in the hall.
6. The children's mittens were lost.

Ex. 1. Write sentences using the following phrases with the apostrophes correctly placed. Make your sentences as different as you can: the gentlemen's cane; his sons wife; a girls school; horses manes; boys noses; the peoples rights; the oxens yokes; the womens hats; the ladies hands; the armys guns.

Ex. 2. "The army's guns" means that the guns belong to one army; "the armies' guns" means that the guns belong to two or more armies. Write sentences like the above to show the difference in meaning between "the lady's hands" and "the ladies' hands";

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"the bird's wings" and "the birds' wings"; "my cousin's car" and "my cousins' car".

Ex. 3. Write the following sentences in your notebook with the words in the brackets changed to show possession:

- (horses) 1. The stable was burned (two ways).
- (boy) 2. The ball was lost.
- (men) 3. The hats are gone.
- (brothers) 4. My playthings were lost (two ways).
- (ox) 5. The yoke is heavy.
- (oxen) 6. The pace was slow.
- (women) 7. The shoes were cheap.
- (gentlemen) 8. The gloves were kid.
- (actress) 9. The costume was beautiful (See "Countess" above).
- (James) 10. I was vexed at attitude.
- (Dickens) 11. We have read all of novels (The name is "Dickens", not "Dicken").
- (mice) 12. The tails were all missing.

Grade VIII

I Composition—Paragraph Structure.

In Grade VIII you are chiefly concerned with writing the paragraph. Therefore, it is well to begin now to learn a few of the simple principles of paragraph structure. They are outlined below.

A good paragraph is written according to several definite principles. The opening sentence should state the general subject or topic of the paragraph. Later sentences amplify or add details to this general statement. These details must, of course, all be related to the topic; this gives unity. They must also be given in logical order, not in any hit or miss fashion; this gives coherence. The most important sentences must be put in the most important places in the paragraph, namely, the first and last; this gives emphasis. The final sentence should summarize the thought of the previous sentences, and restate in a different way what the topic sentence has presented. If these principles are followed, a well-written paragraph will result.

- Ex. 1. Outline the principles of paragraph structure as stated above.
- Ex. 2. If you examine the paragraph carefully, you will see that each sentence is related to the one before it by means of a word or phrase which helps to bridge the gap. These "bridges" are an aid to smoothness in writing, and are extremely important. Make a list of the "bridges" used.
- Ex. 3. Rewrite the following paragraph to make it conform to the principles of paragraph structure laid down above.

Robert Clive

As a boy at home, Clive had been unruly and turbulent and was sent out to India to get him out of the way. What saved him was the outbreak of war. Robert Clive was one of the outstanding Englishmen in India during the eighteenth century. He led a force against Arcot which he captured and held against greatly superior forces, thus securing the loyalty of the native princes to the English. Arrived at Madras, he quickly tired of the dull routine of the work in the East India Company post, and even attempted to take his own life. A short time later, the terrible crime of the Black Hole of Calcutta was perpetrated by the Nawab of Bengal, Suraj-ud-Dowlah. Clive was later made Governor of Bengal and given the title of Lord Clive. To punish this dissolute prince, Clive sailed for Bengal. Shortly after his arrival, he

met the forces of the Nawab and completely defeated them at Plassey in 1757. Thus ended the career of a brilliant and self-sacrificing servant of Britain. Although acquitted at the trial, he became despondent and committed suicide. On his return to England he was accused of misgovernment.

Ex. 4. Having rewritten the paragraph, read the story of Clive in your History, and see if you have put it in the proper order.

Ex. 5. Make a list of the "bridges" used in the paragraph as corrected.

II Synonyms.

Below is a key to the exercise on synonyms in the September number. In a Grade VIII class of 34 pupils in Calgary the average number of words correct per pupil in Ex. 1 was seven, and in Ex. 2 the average was seven also. The exercises were given to the class on hectographed sheets without any comment or instruction from the teacher. The most difficult words were "evicted" and "oust", which were got right by only 3 and 5 pupils respectively in Ex. 1. The easiest words were "banished" (all correct), "discharged", "dismissed", and "expelled".

- Ex. 1. 1. banished; 2. ostracize; 3. evicted; 4. dislodged; 5. discharged; 6. dismissed; 7. banished; 8. exiles; 9. oust; 10. ejected; 11. expelled; 12. banned.
- Ex. 2. 1. dislodged; 2. banished; 3. ostracized; 4. evicted; 5. ejected; 6. banish; 7. ban; ostracize; 8. exiled; 9. oust; 10. discharged; ejected.

Imply, infer. These words are scarcely synonyms and yet are frequently confused. Recently a preacher was heard to say to his congregation, "I don't mean to *infer* that you are not able to do it." Did he say exactly what he meant to say? Evidently not. To *infer* means to come to a probable conclusion by a process of thinking; and one can hardly do this without "meaning" to do so. What the speaker really meant to say was, "I don't mean to *imply* that you are not able to do it." To *imply* means to suggest or intimate. The real meaning is hidden or only partially disclosed. The noun form corresponding to *imply* is *implication*; that corresponding to *infer* is *inference*.

Now fill in each blank in the following sentences with one of the four words *imply, infer, implication,*

1. What did he mean to by that remark?
2. He meant, by, that the witness was guilty of perjury.
3. In studying nature we must do more than observe; we must as well.
4. The more one studies a vast subject, the more cautious in he becomes.
5. An is a tentative conclusion based on evidence.
6. I from what you say that you will not be present.
7. The act of hiring a man an obligation to pay him for his labor.

Infer and conclude are rather close synonyms. But which carries with it greater finality of judgment, an *inference* or a *conclusion*? See Sentence 5 above. What does "tentative" mean? Can you think of a synonym for "tentative"? Would "probable" do? What is your best friend in a case of this kind? Your dictionary, of course.

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The World Outside

Current Events' Committee

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GENEVA

On September 7th the Council of the League of Nations met at Geneva to consider and dispatch the business of the League. The Council is the League Executive, and consists of delegates from the great nations—barring Germany and Japan who have given notice of withdrawal—and several non-permanent members who hold their seats by the vote of the League Assembly. The seats of the great powers are permanent. The non-permanent members during the year just expired were China, Spain, and Panama.

The 15th meeting to the Assembly of the League opened on September 10th. All controversial questions were passed on by the Council to be dealt with by the League in full assembly. World interest is focussed on League gatherings. Weighty matters are there under discussion. Of universal interest is the entrance into the comity of nations of the Union of Soviet Socialist Republics. Russia's membership had been carefully canvassed by the great powers previous to the Assembly's meeting. Switzerland has announced her opposition, and it was pretty well known that there was a good deal of aversion to Russia's entrance among a number of other small nations, who still withhold recognition of the Communistic Power. However, proposal of membership of the new aspirant, coming as it did from the three great nations, Great Britain, France, and Italy, made its acceptance assured.

The Saar plebiscite problem is a critical question coming now before the League. The League's Saar Commission presents its proposals for action in that quarter before the Assembly for approval. Feeling on the plebiscite question is extremely tense. Hitlerism is accused of exerting undue influence over young Saarlanders, to whom there is evidence Germany is giving military training. Also a certain Nazi bishop is reported to be demanding of Saar youth adherence to Hitler as a religious duty. Germany, on the other hand protests that the Commission's tactics discriminate against her interests. Thus this problem bristles with difficulty.

Bolivia asks for an investigation into the merits of the case in the trouble between Bolivia and Paraguay in the Grand Chaco, with a view to discovering the aggressor. This dispute will probably be passed over to the judgment of the world court.

Arthur Henderson has taken steps to ensure that the subject of the control of manufacture and traffic in arms receives thorough discussion to the end that international accord on measures of control can be reached.

Richard I. Sandler of Sweden was elected President of the League Assembly. Dr. Eduard Benes, Foreign Minister of Czechoslovakia, presided at the Council meetings. The latter, addressing the Assembly on the opening day, spoke in tones of serious warning. The situation in the far East he said, was most alarming. Relations between Japan and Russia and also between Japan and China constitute a critical world condition, while the threat of war in Europe is undeniable. But, he claimed, the instrument of prevention is at hand. It remains to be used.

Germany and Poland have turned down the Eastern Locarno sponsored by France to secure this peace of Eastern Europe. In reply to European powers on this question Hitler states that the "German Government does not wish altogether to reject the idea of multilateral pacts and is willing to accept an agreement embodying collective non-aggression obligations and consultation between interested

powers in periods of political crisis." In the same communication Berlin intimates that Germany cannot consider relationships with the League while her equality of rights are in any way questioned in certain quarters.

Turkey's application for a non-permanent seat in the League Council has been accepted, so China vacates in her favor. Spain retains hers for another period, while the place held by Panama by the vote of the Assembly goes to Chili.

Austria has applied to the League for a loan to enable the government to carry on. This is granted, but the Danube remains the danger zone of Europe. Mussolini and Hitler have parted company. The recent Nazi "Putsch" in Vienna is the occasion. Germany is now regarded by the Italian dictator as a hated rival. Seeing a common enemy in Germany Italy draws to France to find ground for collaboration. Barthou will visit Rome in October. In the meantime Italy sends out feelers as to the attitude of the powers in regard to a Danubian pact, which would include the states formerly comprising the Austro-Hungarian Empire together with Italy and Poland. The objective is peace, economic development and of course the avoidance of that nightmare, Anschluss. There are various obstacles to this proposal, though its consummation would solve the economic problem of Austria and would avoid any danger of a return of the Hapsburgs.

The Baltic Pact of Friendship and Co-operation drawn up at Riga was on September 12th signed at Geneva, by representatives of the Baltic nations, Lithuania, Esthonia, and Latvia. They will henceforth speak with one voice their international policies. By this union of interests their influence is strengthened and they approach more nearly to the status of a great power. Grouped nations are growing in Europe. To the Little Entente and the Balkan Entente is now added the Baltic Entente.

The U.S. Senate Arms Enquiry

The Senate investigation into the Armament business under Senator Gerald P. Nye of North Dakota has made some scandalous and humiliating disclosures. It is revealed that the U.S. war department has been collaborating with armament firms for the promotion of the sales of their slaughter machines into the Republics of South America and also European countries. As Senator Homer T. Bone of Washington remarked, "With one hand we were using government agencies to sell our war implements and with the other making gestures of peace at Geneva. Evidence shows that through bribery and corrupt methods munition

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firms have been pushing the sales of their weapons of death into South American countries, nor have neutrality laws debarred their pushing their sales into belligerent countries. The munition firms of America, as those of Europe, have been found guilty of fomenting international suspicion and discord in the interest of profit. These revelations will give impetus to the movement towards international control of armaments and the drive towards taking away the profit motive from the manufacture of the implements of war.

California recently on the map for the strike eventualities is there again in the political arena. Upton Sinclair, internationally known socialist, has captured the Democratic nomination for Governor of the State of California, by a large majority. He is now making a stunning campaign to attain the governor's seat with the opportunity to put his E.P.I.C. policy into effect. The "Hope which springs eternal in the human breast" may put him there to fulfil his promise to end poverty in California.

The Textile Strike

From Maine to Alabama there has raged since Labor Day a species of warfare between the workers in the textile industry and their employers. The number of employees is about 700,000. Of these it is estimated from 70 to 80 per cent. are out on strike with the mills closed. The workers claim that the N.R.A. codes have failed to right the wrongs of labor. They have not secured for the employee the right to bargain through representatives of their own choosing.

During the month of June the average wage in the textile industry was \$11.75 per week. The manufacturers claim that with the added burden of the processing tax, the worker's wage is as high as the industry can stand, until such time as there is an increase in demand for the product of the mills.

The declaration of the strike was closely followed by the appointment by the President at the request of the National Labor Regulations Board—which wishes to hold itself as a court of appeal—of a special Board of Enquiry and Mediation. Strike leaders and manufacturers promised to do all they could to meet the wishes of the President, but Francis J. Gorman, Chairman of the United Textile Workers' Strike Committee insisted that no settlement could be agreed to which was not acceptable to the workers.

It was not long before the strike situation developed

serious conflict, and recriminations were hurled by opposing parties. Mr. Scott Roberts, President of the Alabama Cotton Manufacturers' Association asked Mr. Geo. Sloan, President of the Cotton Textile Institute to make a vigorous protest to the President and to the various state governments against attempts of Union Strikers to force other mills to close. Mr. Sloan reported that in Connecticut, where conflict reached a high pitch, a flying squadron of 1500 strikers was going from mill to mill preventing those who wished to work from continuing to do so. These acts, it was claimed, are the chief source of the disturbances. While these accusations are hurled at labor the strike leaders assert that, "We see no sign of abandonment by management of its imperious and arbitrary character," and they maintained that until the mills were closed they refused to arbitrate.

In the meantime the Mediation Board began its task of assembling the principal facts bearing on the causes of the strike, preparatory to approaching leaders of the opposing parties with a view to bringing about a settlement. An accord, however, was far from being reached. As disturbances increased the militia in several states was called into action. This procedure brought vigorous protest from strike leaders. Chairman Gorman declared that the militia was solely used for the protection of strike breakers: he would appeal to President Roosevelt for protection from the unfair discrimination against strikers by the State Militia, whom, he claimed, had deliberately shot strikers after they had obeyed orders to leave the vicinity of various mills which were being picketed.

The American Federation of Labor by common consent resolved to give moral and financial support to the striking textile workers. Violence continues to increase and bayonets and bombs come into play. Ten strikers meet death and scores are wounded.

So serious did the rioting, etc., become in Rhode Island that Governor Green called an emergency meeting of the State Assembly to consider what steps to take to bring disorder to an end. The Governor tells the Assembly that the state is faced with a Communist Revolt. Order is given for the arrest of every Communist and application is made for the assistance of federal troops.

The Mediation Board met the manufacturers endeavouring to get a basis of reconciliation, but failed. The strike leaders agreed to a settlement by arbitration, but the operators refused. Up to date the fatalities number 12.

On September 14th the National Association of Manufacturers made the following declaration: "If an organized minority, through what amounts to open revolt, can compel revision of laws while demanding support from 'Government Relief' then orderly government hangs in the balance". The operators charge that national unions practice wholesale lawlessness and force, where peaceful negotiations of controversial questions should obtain. There has been rioting and violence and disorder and much bitter and acrimonious

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feeling. As yet the Mediation Board has accomplished little, but their findings are still in the making. These are supposed to be completed by October 1st.

The Brookings Institute, Washington, has been making economic surveys to determine: 1st. the productive capacity of the country; 2nd the relation of production to the consumption needs of the masses of the people.

Dr. Harold G. Moulton, President of the Brookings Institute makes the following statement of the findings of the survey: "Only a moderate increase in consumption of the millions whose standards of living, even in 1929 were below the requirements of health and efficiency, would be required to absorb quickly the present productive capacity of the nation.

"In terms of the present productive capacity, it would not be possible to shorten the working day materially and yet supply the quantity of goods and services required for a reasonable standard of living for the masses.

"In 1929 the working week averaged close to 51 hours but America did not then produce the quantity of goods and services required for a satisfactory standard of living. It is obvious that any material reduction in the working week must result in less goods and services and a lower standard of living.

"During the period from 1900 to 1930 the income of the American people as a whole increased, with great rapidity, but the income of those at the upper income levels increased with greater rapidity than the income of the masses of the people. This growing inequality in the distribution of income resulted in a marked tendency for an increasing proportion of the aggregate income of families and individuals to flow into investment channels and to result in the creation of new capital supply.

"Despite these increases in capital supply according to the survey there exists clear evidence that vast potential demands for basic commodities and for conventional necessities exist in the unfilled wants of the masses.

"If the incomes of those in each income group could be lifted by some means or other to the next higher income group, it would be reasonable to suppose that their expenditure would be increased in line with the expenditure of those who were heretofore in such income groups."

The investigation of the effect that present distribution of wealth and income has on economic progress will be completed during the winter. The survey carried on by the Brookings Institute is financed by the Falk Foundation of Pittsburgh.

Educational Research Department

Edited by H. E. Smith, Ph. D.

LET'S COMPLETE THE SURVEY!

Our September number carried outlines of two projects which are being sponsored by the Alberta Educational Federation. If you have not yet given assistance you are again invited to co-operate in one or both of these studies. Please note that the closing date for the Arithmetic survey has been changed from October 10th to October 20th. Order the Arithmetic tests immediately if you wish to find out how accurately your pupils are graded in Arithmetic.

"THE POOR OLD ENGLISH LANGUAGE"

Are the standards for English Composition in Alberta high schools as high as they should be? Are they as high as they were fifteen or twenty-five years ago when the present generation of teachers was a generation of high school students? These questions are to the majority of Composition teachers merely rhetorical questions, admitting of but one answer, an emphatic negative. The tide has ebbed rapidly, they say, and is still ebbing. The present student body is afflicted with a morbid tolerance for illiteracy, an intellectual slovenliness, from which it refuses to be redeemed.

Even those who take a more optimistic view of the situation aver that the Composition teacher's days are made miserable by this inspissated tolerance, and nights made hideous by this intellectual slovenliness of students. Whose is the fault? Is it that the teachers themselves are not sufficiently intolerant? Are the pupils naturally unintellectual? Are the teaching methods too new or too old? Must the prescribed text-books bear the burden of blame? Or are the efforts of English teachers nullified by the apathy of their colleagues on the staff?

These are fertile questions for discussion, but like all such questions of a general nature, they are not readily settled by discussion. It is with this in mind that the writer proposes to isolate a few simple problems and, even in the face of the danger of arriving only at partial truths, proposes to concentrate upon them.

Here are some of the problems that are deemed answerable by means of investigational work:

1. What is the standard of performance in English Composition now being reached by the average Grade VII student?
2. How much advance is being made upon this standard by students of each subsequent grade up to Grade XII?
3. What faults of sentence structure are characteristic of the English work of Grades VII to XII?
4. How frequently are grammatical rules violated, and which are the rules most commonly violated?
5. What is the order of mastery of the principles of punctuation?
6. Is enrichment of vocabulary progressive through the grades, and how rapidly does it proceed?

I should very much appreciate the assistance of English teachers in this study, particularly those teaching in the grades from VII to XII. If you will provide me with specimen compositions obtained in the manner indicated below I shall return you forthwith a rating of each composition against the standards of the Huddleson English Composition Scale. Subsequently I shall have some objective tests covering range of vocabulary, punctuation, and rules of grammar which you might wish to try out.

Directions for Testing

1. See that each pupil is provided with a sheet of writing material and a pencil.
2. Have pupils write at the top of their papers the following information: name, grade, age, and school attended.

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3. When the pupils are at attention, give them the following instructions:

"I want to see how good a story you can write without previous preparation. When I give you the title, you will write it on the first vacant line; then you will proceed to write the best story you can on that subject. You may relate a true experience, or draw upon your imagination, or both. You will have thirty minutes in which to write your story. If you finish before the time is up you may spend your spare time in correction of any errors. The title of

the story is 'The Most Exciting Ride I Ever Had'. (Teacher writes title on blackboard). Now you may begin."

4. At the end of thirty minutes collect the papers promptly and mail them to the editor of this column.

If you think the language of these directions is too childish for your upper grade students you are at liberty to modify it as you please. Please bear in mind that this is in no sense an examination and entails no comparison as between teachers or schools. The study will require upwards of 500 papers from each of the six grades. Your co-operation will be much appreciated.

Handicraft in a Rural School

What Can Be Done With A Will To Do
MISS VIDAH VAUTHRIN

(NOTE:—I have had the pleasure of visiting Miss Vidah Vauthrin's school at Red Lodge west of Bowden and was tremendously impressed with what Miss Vauthrin had been able to accomplish. She has a small building with an enrolment of 20 pupils, two doing grade IX work, notwithstanding which she was able to turn out some forty pieces of craftwork. The Calgary Exhibition gave space for the work of this school this summer and it directed much attention.

Miss Vauthrin was born in this district and had all her elementary education in this school in which she now teaches.

—Dr. W. T. Carpenter.)

For the past three years I have been giving instruction in manual work to any pupil that wished it. I teach an ungraded rural school and my pupils are from seven to fifteen years of age. Of the fifty-five children (included in two schools) that I have been in contact with, thirty-six have taken an active interest in the manual work. The articles made have been: match-safes, toys, book-ends, hanging shelves, bird-houses, tooth-brush holders, fruit baskets, many trays, sewing baskets, garden cultivators, pier cabinets, end-tables, magazine baskets, large porch toys, and many other things.

(In the following paragraphs, children's names are fictitious.)

Amy was fourteen years old and in grade V, with small prospect of getting any farther. There was little in her own life of which she could be proud—her mother apparently disapproved of clean floors or washed infants. Amy had never received a favorable comment on her school-work, and her mother didn't encourage the girl's "social betterment" attempts at home. But at school she made a dressing table of attractive design and painted it in gay yellow and blue. Her father was astonished that "my Amy" could do anything like that. In spite of offers of sale Amy has kept her dressing table. She has learned that she, herself, can produce beauty; it is safe to prophecy that her own home will contain color and light, and show a desire for pleasant surroundings.

Bud, aged eleven and somewhat permanently located in grade III had a real aptitude for woodwork. During the year he made several toys for his younger brothers and sisters, a garden cultivator, a round table, a wall newspaper holder, and a bird-house. Incidentally he learned far more Arithmetic than he could have acquired in class. Also he found out that accuracy was necessary.

The school "bad boy" of nine years was regarded as a real problem by his parents and everyone else. He couldn't see much sense in being "fussy" about Writing, or Arithmetic or Reading, but he could tell quite a lot about running a tractor. He liked to make toy wagons, sleds, etc., for himself. "Teacher"—at first just another "old woman"—won his respect by knowing how to use a saw and hammer. By the time Dan had made a hobby-horse for himself and a match-safe and magazine holder for his parents he had nearly forgotten how to misbehave.

Bill was fourteen, with the size of twenty. It was his last year in school and the necessary discipline seemed irksome to him. But he required little watching during intermissions because he was usually busy at the bench. He found that it paid to be neat, accurate and painstaking. Now he is at home, but whenever he makes something, even a wood-box, the steel square is frequently consulted, and his work is precise when it is finished. His sled, book-trough table, wind-vane, bird-house and trays are objects of pride to his whole family.

Betty, aged fourteen, made an attractive set of kitchen shelves fitted with condiment tins and topped by a tray. The whole was painted in blue and white with Dutch designs in other colors. Because a recent forest fire had destroyed the old home the new one was still unfinished inside and all the furniture was home-made. Her parents were so pleased with her work that they got enough white and blue enamel (of the same good quality Betty had used) to paint everything in the kitchen that could be done. Even the water-pail was not forgotten! I only know of one other home in the district with a painted kitchen.

The equipment used at school for the making of articles is purposely kept limited. Almost any farmer can afford a few good tools, but few can get many. If the children and parents learn that a great deal can be done with a small outfit, then that outfit is pretty apt to be forthcoming. My bench is made of spruce planking and stands against one wall of the school. A home-made tool-rack is screwed to the wall above it. A chest holds extra supplies. The bench is fitted with a vise. The tools are: 1 cross-cut saw, 1 back-saw, 2 coping-saws, 1 smoother plane, 1 block-plane, 1 scaper, 1 scraping blade, 1 steel square, 1 try-square, 2 fine wood-rasps, 2 chisels, quarter and half inch, 1 gouge, a good jack-knife, some nail sets, a putty knife, 1 drill with assorted points, 1 auger with assorted bits, 1 screw-driver, 1 light and 1 heavier hammer, a wooden mitre-box, 1 tray corner clamp, several thumb-screw clamps.

The pupils either furnish their own lumber or else they pay me and I get it for them. I furnish the tools, nails, glue, paints, brushes. The pupils get their own sandpaper and coping-saw blades and whatever hardware they need. We

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use soft woods for three reasons: they are cheap, easy to get, and can be readily worked. We use native spruce, fir, pine, cedar, Sitka spruce, fir and cotton-wood veneers. For tray mouldings we use quarter-round, astragal and cove.

The articles are given a priming coat of thinned paint or enamel, then a filling with gesso (or putty for outside pieces). After a sandpapering all furniture is given one or more coats of enamel (either Bapco or Utilac) followed by whatever decoration is desired. Outside articles are given a suitable painting. It is surprising what careful work even young children will do with a paint brush. And how they do love it!

I have had no training in an institution but I am fortunate in having a father who has been a fine painter and carpenter for the last forty-odd years, and who has carefully instructed me in the correct use of good tools and the handling of all kinds of paints. I have made and sold quite a little painted cabinetry.

Now for the teaching methods. In the fall I take the bench and fitting to school and say that if anyone wishes to make something, to come and talk it over with me. Usually I have some models, and always many pictures of suitable articles. If the child knows what he wants to do, we plan it. If he doesn't know exactly, we look over the pictures until he has an idea. All the work is done during the intermissions or after school. Sometimes several children make the same thing, often the article is not duplicated. The children who do this work do it because it appeals to them and not because they have to. The workers are noticeably happy. Stormy days are no hardship when most of one's pupils are so employed. When a child needs to use a certain tool, I show him how to handle it, and watch until the correct method is a habit. The children help one another a great deal and this saves my time. They appreciate being put on their own responsibility, and it is a point of honor to make the best of it. I inspect their work as required. Very little has to be rejected. They do get tired of sandpapering, but they know there is no paint for a poor job!

The pupils' reward is the joy of saying "I made it all by myself". Most of their work is given to members of their families. At Christmas the school tree is filled with the presents they have made in secrecy for their relatives. You ought to see the parents beam! A school fair is a great incentive, but the past two years I have taught a school that didn't belong to one. The end of June we have an exhibit of work at the school for the parents to see. Last year we had

a display of our work at the Olds general fair. It seemed to attract quite a little attention, which did please the children. Of course there were no awards except the satisfaction of exhibiting well-made craft-work.

I wish manual work could be taught in every school. To work with one's hands is an instinctive pleasure—watch a baby make mudpies, or an older child take a toy apart. If children aren't taught to use their hands for building up they certainly will use them for tearing down. Then it also trains a child to make constructive use of his leisure time. I don't mean everyone should be a potential carpenter, but I do think that if children learn the delights of creative handwork they will be more useful, happy, and contented in later life. My own experience shows that either a man or woman can teach this work; that girls learn it as readily as boys; it does not need elaborate nor expensive equipment; the majority of children would rather do it than indulge in purposeless play (I'm not referring to organized games or athletics); it simply removes many disciplinary problems; it particularly helps the backward child gain self-respect; it develops an interest in creative and technical activities of all sorts; and it provides a common basis of real understanding and friendliness between pupil and teacher.

GEOGRAPHIC NEWS BULLETINS FOR CLASSROOM USE

The National Geographic Society, of Washington, D.C., announces that publication of its illustrated Geographic News Bulletins for teachers will be resumed early in October.

These bulletins are issued weekly, five bulletins to the weekly set, for thirty weeks of the school year. They embody pertinent facts for classroom use from the stream of geographic information that pour daily into The Society's headquarters from every part of the world. The bulletins are illustrated from The Society's extensive file of geographic photographs.

Teachers are requested to apply early for the number of these bulletins desired. They are obtainable only by teachers, librarians, college and normal students. Teachers may order bulletins in quantities for class use, to be sent to one address, but 25 cents must be remitted for each subscription. The bulletins are issued as a service, not for financial profit, by the National Geographic Society as a part of its program to diffuse geographic information. They give timely information about boundary changes, geographic developments, new industries, costumes and customs, and world progress in other lands. Each application should be accompanied by twenty-five cents to cover the mailing cost of the bulletins for the school year.

WELCOME! ALBERTA TEACHERS

A special invitation is extended to you to visit the collection of pictures by Canadian artists now on display in the Auditorium, Second Floor, Annex.

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OUTLINES FOR NOVEMBER

(Through the courtesy of the Calgary School Board)

GRADE I Reading

It is suggested that the first twenty-five or thirty pages be read in at least two readers before starting the Canadian Primer and finishing it. This time when the vocabulary is not heavy should be utilized for setting a habit of thought reading, and the greatest care should be taken to avoid any word-saying in the reading lessons. This preliminary easy reading may take until Christmas if the class is not well advanced; but, regardless of time, steady progress should be made along the lines suggested.

Language

Aim in oral work: (a) To secure two statements about some concrete object, when same object is either present or not present; (b) To develop a simple expression of opinion on some subject. Correlate here with Citizenship, Nature Study or Hygiene.

Social Studies: The Community Unit—Dependence of home, stores, and shops of all kinds, market.

Games: "Who is it?" Answers—"It is I, he, she, etc."

Study polite use of "I", as, Alice and I are going.

Pictures: Continue study of these.

Dramatization: At least one story of the month, and one rhyme.

Stories: Billy Goat's Gruff; Chicken Little, Black Sambo; Thanksgiving Stories:

Memorization

1. If you meet a Fairy—Rose Fyleman.
2. Health Rules:
We've joined the early to bed band,
We have one rule to keep,
It's be in bed at seven o'clock,
And go right straight to sleep.
3. Old Woman who Lived in a Shoe. 4. The Wind—M. Nightingale. 5. Wild Windy Days—Josephine Joy.

Arithmetic

Matching of groups to 10 with number symbol. Problems involving groups and numbers based on class room situations. One more and one less of numbers to 10 orally.

Writing of symbols to 12. Good form of symbols should be habituated (numbers 4, 5, and 8 require particular care.)

Hygiene

Especial study of the teeth; their care and importance. Foods which build good teeth; foods or habits which are destructive to teeth. Outdoor play—its value; good sportsmanship.

Citizenship

Community spirit in work or play. Thanksgiving. Helpers and non-helpers in a school room.

Nature Study

Birds: Their warm covering; flight; flocking; twittering. Bird activities. Feeding the winter birds.

Animals: Kitty; her naughtiness in chasing birds. The dog; playmate; stories about dogs. The rabbit; stories and talks. Cow, horse; different calls of these animals. Names of baby animals—as a baby horse is called a colt, etc.

GRADE II

Reading and Literature

(a) **Reading**—(1) The Jackal and the Alligator. (2) The Reason Why. (3) The Sandman. (4) The Water and the Pitcher. (5) Supplementary Reader.

(b) **Literature and Memorization**—(1) Putting the World to Bed. (2) The Wind (R. L. S.)

(c) **Stories for Telling**—(1) David and Goliath. (2) The Hare and the Tortoise.

Language

A. Oral Topics—A Snowball Fight. Where is the Gopher Gone? The Traffic Policeman. The Postman.

B. Single sentences, written, aiming at the use of simple descriptive words, such as little, pretty, red, long, etc. Teach the use of capitals for names of persons and places.

C. **Vocabulary Building**—Review systematically: Long sound of a, ai, ay; long e, ee, ea, y, long i, y, (in short words without a vowel, as cry); ie; long o, oe, oa; long u, ue, ew.

Citizenship

First Week—Use of rubbers and warmer clothing. Ways of avoiding colds. Use of precautions to protect others if you have a cold or other disease. Talks on diet in health and in sickness.

Second Week—Shorter evenings, bedtime stories, talks on use of artificial light when reading. Discussions on time to go to bed and why.

Third Week—Discussions on nature's way of caring for plants in winter. Teach child care and tenderness to all plants including those in school room. Thanksgiving for God's goodness in care and food, etc.

Fourth Week—Trees, summer and winter. Show how good care in summer helps them for winter. Boulevard trees—need of them. These are friends and should be treated as such. Talks on maple trees and maple sugar as related to food storage in trees during winter.

Arithmetic

Teach addition and subtraction facts,

6	16	7	7	8	18	9	9	12
6	6	7	17	8	8	8	19	-6 etc.

Column addition to 29 with the new endings included. Teach $\frac{1}{2}$ and $\frac{1}{4}$ in reference to objects and numbers. Teach time—the hour, half hour and quarter hour. Counting by 2's and 4's to 30. Counting in any hundred by 1's. Continue occasional use of such questions as,
 $9+9+2=5-3$.

Continue oral problems in addition, subtraction, and using $\frac{1}{2}$.

Nature Study

Use calendar from day to day, marking direction of the wind, rain, snow or sunshine.

1. Study of trees—(a) Parts of trees.—See Course. (b) How trees prepare for winter.

2. Domestic Animals and their preparation for winter.—See Course. 3. Pets—What the pets think about owners. Humane stories about these. 5. Migration of birds—Reasons (Scarcity of food). How the birds get ready. Which birds migrate? Which birds do not? Recognition of the birds belonging to each group. Birds that do not migrate: Chickadee, Junco, Snow-bunting, Magpie, Sparrows, etc.

Physiology and Hygiene

1st week—Habits—Table manners—wash before eating always. **2nd week**—Habits (cont'd)—Eat at regular times; chew food well; have pleasant conversation at the table. **3rd week**—Posture. **4th week**—Milk—(a) Value of growth, stronger bones, better teeth, stronger muscles. (b) Drink milk regularly at meal times. (c) Ways of having milk—in cocoa, porridge, puddings and soups.

GRADE III

Reading and Literature

Silent—A Young Hero. Flight of the Thrushes. Oral—The Scarecrow. The Ploughman. The Powder Monkey. The Golden Touch.

Story Telling—How the Whale got his Throat. Memory—The Lobster Quadrille. The Night Wind. The Rock-a-bye Lady.

Dramatization—The Rabbit's Trick.

Language

(a) **Oral**—Thanksgiving Day; How We Play on a Stormy Day; My New Suit; My Best Friend; Jack Frost.

(b) **Formal**—Friendly letter. Abbreviations for yard, foot, inch. Drill, oral and written on may, can; broke,

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broken; write, wrote, written; were, where; they are, there are. Write two original sentences on a given topic after oral discussion.

(c) **Vocabulary Building**—Practice in adding tion, able, ly, ful, such as beautiful. Pronunciation practice; have to, ought to, want to, should have, John and I must starve, etc.

Hygiene

Essential foods for children—milk, fruit, vegetables, etc. What to eat for sound teeth, rosy cheeks, etc.

Geography

1. Shape, size and movement of earth. Apparent movement of sun, size of sun, great distance of sun from earth. 2. Location on globe map of (1) Alberta, (2) birthplaces of residents of district and how to reach these places. 3. Life in a Congo Village: (a) Location of Central Africa on the globe; direction; distance in point of time; modes of travel to reach this region; life on board train, lake vessel, ocean steamer. (Terms, island, peninsula, cape, strait, sea, gulf, and bay are introduced and explained as they are encountered on trip).

Citizenship

Community life. (a) Recognize good quality in representatives of other nations and races (in child's neighborhood), teach good fellowship among all classes—good sportsmanship in games—fairplay in work or sport. (b) Stories: 1. The Story of the First Corn—For the Children's Hour. 2. Ruth and Naomi—For the Children's Hour. 3. Madeline de Vercheres. 4. Sir Galahad.

(b) Remembrance Day—Commemoration of those who died in the Great War and an interest in permanent peace.

Arithmetic

1. Teach 2 and 4 times table. 2. More rapid addition and subtraction, and daily accuracy tests in addition and subtraction. 3. Introduce fractions, $1/10$, $1/5$, $1/2$. 4. Counting by 4's, 5's, and 6's. 5. Teach Arabic notations to 50,000, and Roman notations to 50. 6. Teach yard, foot, and inch.

Nature Study

In connection with plants' preparation for winter see "Babybuds Winter Clothes" in "The Child's World" by Emilie Poulssen.

GRADE IV

Reading and Literature

Silent Reading—The Boy Hero. Edith Cavell.

Oral Reading—A Hindu Fable, Alice and the White Queen.

Literature—Knights of the Silver Shield. Sir Humphrey Gilbert.

Memory Work—Canada! Maple Land! The Eagle.

Story—The Quest of the Hammer.

Language

A. Formal lessons on use of Dictionary. B. Use of quotation marks. C. Use of Autobiography in oral and written composition.

Spelling

Remaining 70 words—First term list. Memory Work Spelling.

History and Citizenship Talks

Justice—to others. Not to spread infection—quarantine. Justification for restraint and punishment—in home, school and city. Thanksgiving Day. Story of First Thanksgiving Day in America. Compare that first celebration with how we celebrate. Armistice Day.

Nature Study

Animal Life—Detailed study of rabbit and fox.

Bird Life—Detailed study of wild duck, wild goose, prairie chicken, Hungarian partridge, grouse, hawk, crow.

Hygiene

Other foods: Milk—(a) Value—growth, stronger bones, better teeth, bigger muscles. (b) Drinking milk regularly at mealtimes; buying milk at school to drink between meals. (c) Ways of having milk—cocoa, porridge, pudding, soups. Importance of a good breakfast, hot cereals. Candies—best kinds, small quantities, after meals.

Arithmetic

Multiplication by 11 and 12. Teach denominate numbers, pecks and bushels, and give problems in same. Teach notation to include millions. Roman numerals as required for dates. Stress rapid calculation in the four fundamental rules.

Geography

1. On a coral island in the south seas; (a) the journey from Vancouver; (b) the trip from the ship to the shore in a canoe; (c) riding the surf; (d) the coconut palm and its many uses; (e) the pearl divers; (f) the shark and the octopus. 2. The Australian Shepherd: (a) the journey to the land of the Southern Cross; (b) the natives; (c) interesting plants, animals and birds of Australia; (d) the rabbit pest; (e) life of a shepherd, (1) caring for the large

flocks on a "sheep run", (2) the sheering shed, (3) shipping wool.

GRADE V

Reading and Literature

Oral Reading—Ye Mariners of England. Silent Reading—Up the Ottawa River. Literature—The Charge of the Light Brigade. Story Telling—St. George and the Dragon.

Memory Work

The Old Grey Squirrel—Noyes. Ye Mariners of England—Fourth Reader. November—Reader. Abou Ben Adhem—Leigh Hunt. See Grade VII Literature Text.

Spelling

Remaining words of first term list. Words from Memory Selection and new words from other subjects.

Citizenship

November and December:

A sense of personal honor exhibited in absolute fidelity to a trust and a healthy regard for one's reputation.

Arithmetic

1. Time measure. 2. Addition and subtraction of denominate numbers.

Hygiene

The Bones and Joints—1. Value of exercise and sunshine. 2. Harmful effects of tight clothing and heavy lifting (deformities). 3. Joints—kinds of joints. 4. Structure of joints.

Geography

1. Ice Barriers. 2. Mountain and Desert Barriers. 3. North America—position, size and shape compared with other continents, coastal features.

GRADE VI

Language

A. Business Letters. Text page 59. B. Vocabulary work. C. Prefixes of Course taught. Course, page 75. D. Direct and Indirect Narration. Text, pages 74 and 99.

Spelling

65 words: 65 words supplementary—"braid" to "hasn't."

Reading and Literature

Literature—Doubting Castle, Dickens in Camp. Memorization—Choice of "The Maple Leaf. Spires of Oxford. Rule Britannia. The Song My Paddle Sings.

Oral Reading—Oliver Cromwell.

Silent Reading—The Hall of Cedric. An Iceberg.

Story Telling—Daniel and David.

Grammar

(a) Name Words—Suggested Exercises: (1) Exercises selecting nouns. (2) Fill in the blanks with nouns. (3) Nouns suggested by such words as: sober, poor, absurd, free, etc.

(b) Nouns which express one and more than one.

(c) Nouns which express male and female—Suggested Exercises: (1) Changing from singular to plural in sentences and vice versa. (2) Changing gender of nouns in sentences.

History

The Crusaders—Show the influence of the Christian Church during these early centuries. A central unifying idea in the religious sentiment for the Holy Land. The People's Crusade—Peter the Hermit. Crusades—the earliest international enterprise organized by the princes of various European lands. (a) The religious motive. (b) The trade motive. The Norman a dominant factor. Richard I and Saladin, romantic figures. It is the meeting of the East with the West—Travel means Education—Trade results. Read "The Talisman" and "Richard the Lion Heart". Stephen Langton—The Church and the barons unite to assert their right, goaded by the oppression of King John. Results—The Great Charter.

Arithmetic

Fractions—(a) Factors, multiples, cancellation. (b) Tests for divisibility by 2, 3, etc.

(c) Common divisor and common multiple by inspection chiefly; formal method taught, also. (d) Reduction of fractions. (e) Reading and writing fractions.

Nature Study

1. Two of the following animals: Rabbit, Coyote, Squirrel, Bat. 2. One bird: Snipe, Grebe or Woodpecker.

Hygiene

November 16th to December 23rd:
Excretory System—four lessons.

Geography

1. St. Lawrence Lowlands—early settlement, fertility of land, influence of Great Lakes, transportation; hydro-electric, manufacturing, fisheries. 2. Appalachian Region—extent and surface, good harbors, tides, Atlantic fisheries. St. John River, lumbering and fishing, fruit-growing, agriculture, mining, manufacturing.

GRADE VII

Language

1. Oral—See "Imagination Exercises", page 115, in text. 2. Suffixes and Prefixes. See Course of Studies, page 79. 3. Direct Narration. See text, exercise 5, page 115, and

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exercise 16, page 99. 4. The Explanatory Paragraph. See text, page 112. 5. Review the three types or arrangements stressing characteristics of each. Written exercise on the above.

Grammar

Detailed Analysis (continued)—(1) Completion of Predicate by means of Object and Complement. (2) Enlargement of Object of Complement. 3. Enlargement of Subject by means of Clause. (4) Enlargement of Predicate by means of Clause.

History

Stuart England. 1603-1714. (a) The Views of James I on monarchy. (b) Religious Problems of James. (c) Charles I—his policy. (1) Stafford, Laud, Hampden. (2) Long Parliament. (d) The Great Rebellion.

Physiology and Hygiene

(1) The Ear—The outer, middle and inner ear; how sound waves are collected and carried through to the auditory nerve; the importance of the sense of hearing. Cause of an ear-ache—How disease germs are carried up the Eustachian Tube to the middle ear. Pressure from pus forming here breaks the drum membrane, causing a running ear. Danger of a running ear—Cause of deafness—effect of diseased tonsils and adenoids on the ear—effect of scarlet fever, measles and diphtheria. Never put sharp objects in the ear—how to remove a foreign body from the ear. (2) Sense of smell, taste, touch—General idea as to location and how we get these impressions. The importance of these senses—how they may be injured.

Arithmetic

Decimals—Multiplication and division with problems.

Spelling

(a) Complete First Term Words. (b) Words often confused—4 pairs each week. (c) New words from other subjects.

Geography

Holland, Belgium, France.

GRADE VIII

Reading Literature

(The new Calgary outline uses as text for Reading and Literature: Ryerson Press, "The Canada Book of Prose and Verse". The outline is therefore not included.)

History

Sections 4 and 5, Course of Studies.

Civics

November and December: Section (6) Course of Studies.

Literature and Reading

A. The Italian in England. The Birds of Killingworth. Let Us Now Praise Famous Men. B. For Remembrance. C. Bob Acre's Duel. D. The Country Boy's Creed. A Face.

Grammar

Parts of Speech: Classification and inflection for:—(a) Nouns; (b) Pronouns; (c) Verbs.

Physiology and Hygiene

November and December: Foods—Body Builders—the protein foods. Energy givers—fats, carbohydrates. Mineral matter—Its importance in the body. Body regulations—foods for vitamins, for roughage. Choosing a well balanced diet—plan menus. Care of foods.

Government Inspection of Foods:—Pure Food Law. Pasteurization of Milk. Government testing of cows for tuberculosis.

Arithmetic

The circle, rectangular solids (volume and surface area).

Geography

Scotland: (a) Agriculture. 1. Stock-raising—Aberdeen and Ayrshire cattle, Clydesdale horses, Cheviot sheep. 2. Production of oats and barley. (b) Fishing. 1. Aberdeen herring. 2. Salmon fishing in Scotch rivers. (c) Manufacturing and Mining. 1. Importance of iron and coal deposits along Clyde. 2. Development of shipbuilding and iron manufacturing in Glasgow. 3. Cotton manufacturing of Lanarkshire. Compare with Lancashire. 4. Woollen industry in the Tweed Valley. 5. Jute and Marmalade manufacture in Dundee. 6. Publishing establishments in Edinburgh. 7. Aberdeen granite. (d) Points of interest in Edinburgh.

Ireland: (a) Political divisions. (b) Agriculture; 1. Significance of term "Emerald Isle". 2. Importance of dairying and mixed farming. Export of produce to England from Cork and Limerick. 3. Production of potatoes and flax. (c) Manufacturing. 1. Development of linen manufacture and ship-building at Belfast. 2. Donegal tweeds, Irish poplins (Dublin). 3. Automobile manufacture at Cork. (d) Importance of Cobh as port of call for trans-Atlantic liners.

Classroom Hints

GRADE I

Nature Study

Do you like to use a bit of poetry in connection with your nature study work? Is this poem appropriate to your weather and cloud talks?

The Cloud House

1. A little old man lived up in a cloud,
And he was as poor as he was proud.
2. When the sun came out, and the day was bright,
His dear little house was all shining white.
3. When evening came, and the sun went to bed,
His dear little house turned a lovely red.
4. When the stars came out and they winked at him,
His dear little house was all grey and dim.
5. When the moon came out, shining soft and clear,
His dear little house looked ever so dear!

But the sun was so hot one very fine day
That the cloud and the little man melted away!
And where they melted to—no one can say!

—Adrian Mott.

Some Suggestions for a combined Junior Grade Lesson on Seeds

Introductory: When we want to know whether it is time for school to stop to go home to dinner, what do we do? Have you ever heard of telling the time by the sun? Have you ever seen anyone telling the time this way? (Demonstration of blowing a dandelion). "One o'clock—pouf; two o'clock—pouf; three o'clock." What do the children use for telling the time? What goes sailing away with each pouf?

Dandelion Down

1. The silken dandelion down
Sails off like a balloon,
I wish that I could mount on it
This breezy afternoon.

2. For it will glide o'er hedge and brook
Where I can never stray,
And then will anchor soft as dreams
In meadows far away.

—Edith King.

What does the dandelion seed look like? Do you know any other seeds that float off on the air with a balloon of fluff to keep them floating? (thistle, aster, golden rod). There are other seeds that fly although they are not carried along on feathery balloons. Have you ever seen seeds with wings? (Draw seeds of the Manitoba Maple). The Maple's seed has two wings and flies very well, but there are some little seeds that try to fly off to another spot where they can grow, on only one little wing. "It's better to have a bit of a wing than never a wing at all," they say, and do very well with their one wing. (e.g. Dutch spinach, French weed—stink weed).

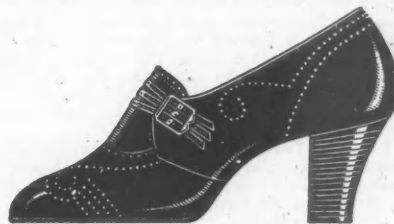
These are beautiful seeds that travel off to their new homes prettily, but there are little seeds that have no such beautiful way of travelling, and grasp hold of anything else that does travel and go too. Have you ever seen anyone doing this after having been for a walk in the country? (Dramatization of picking burrs off stockings). What are they doing? These little fellows, always seem to me like gnarled little goblins, reaching out with crooked fingers, in comparison with the fairy dandelion.

There is another little family of seeds that reach out and grasp the traveller going by and travel with him. Do you know any of them? (Hooked seed, gaillardia; barbed spear, spear grass).

Then there are the gay seed travellers who roll and tumble like the clowns at the circus. They can only do their tricks if a wind comes along and you'll find them rolled up against your fence when the wind has stopped blowing. They don't look so jolly then. Do you know the names of any of these fellows? (Tumble mustard, tumble weed, Russian thistle).

In some parts of the country there are seed bandits—highways robbers armed with guns! They shoot their guns at you if you come too close! At the coast the broom, a yellow bush, has pods (like a small pea) that open when they are ripe and shoot their seeds with a pop that you can hear. And away go these little seeds even though they don't travel very far (The Touch-me-not is another example).

But the seed travellers that go farthest, miles on miles on boats and trains, we haven't talked about yet at all. These



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are the tourist seeds. Can you guess who they are? When you eat a raspberry have you noticed seeds in your mouth? Raspberry seeds are great seed travellers. Do you know where your box of raspberries came from? What other fruits have seeds? Where did the strawberries, the Logan berries, the currants, oranges, etc., come from? Apples have very pretty seeds. Where do you find them? Here is a little poem about apple seeds to wind up with. It is called

New Sights

1. I like to see a thing I know
Has not been seen before,
That's why I cut my apple through
To look into the core.
2. It's nice to think though many an eye
Has seen the ruddy skin
Mine is the very first to spy
The five brown pips within.—Edith King.

Some Notes on Word and Phrase Review for Junior Grades

1. When cards are used the teacher should see that the card is held on a level with the eyes of the children and the exposure should be sufficient for one brief glance with the card held at rest. 2. Do you use any or all of these games?

(a) **The Ladder Game** (A blackboard game). Words and phrases are printed upon rungs of a ladder. The children try to climb up the ladder without falling off; that is, naming all the words correctly. A flight of stairs may be substituted for the ladder, with a fairy castle at the top to go into, a Christmas tree on which to hang a bell.

(b) **"I spy"** (A blackboard game.) Several columns of words and word groups are printed on the board, each column containing the same words, but arranged in different order. A child with a pointer stands in front of each column, and tries to be the first to "spy", and pronounce the word for which the other children call. A count may be kept to see who has the highest score.

(c) **Guessing game** (particularly good for the school where there are many non-English speaking children in attendance, because it provides plenty of opportunity for oral sentence practice.) The sentence forms: question and reply are given by the teacher when the game is introduced. The children are merely repeating these forms each time that the game is played, but they are actually talking in complete

English sentences and feel a sense of mastery of the language, and are indeed acquiring it.) A group of words and phrases or sentences is printed on the board. One child runs and hides, while another runs the pointer under a word or phrase and reads it to the class. The first child takes the pointer and tries to guess which word or sentence was touched. 1st child: "Was it the toy cat?" 2nd child: "No, it was not the toy cat."

(d) **The Teacher Game** (a blackboard game). As many children as there are sentences on the board are chosen as "teachers". Each teacher is given a number. As each "teacher" announces his number, he calls on some pupil to read the sentence with that number. The little teacher must verify these readings.

(e) **Grab Box**. Pictures are placed around the room, or held by some of the pupils, and words and phrase cards are put in the box. The pupils each take a card from the box, and try to find the picture to match it. (This game could be carried on while the teacher was at work with another class, if the primary grade were few in number and could be taught to move about the room quietly.)

(f) **Hide and Seek**. The cards are hidden round the room, and the children try to find the cards. If they can read the cards correctly they put them on the chairs; if not, the desk for further study. The one with the most cards on his chair wins the game. This game may be played with variations. The children may be squirrels and the cards nuts that they take to their nests, if they can read them correctly, or Easter rabbits and eggs, (particularly if they happened to see the Walt-Disney bunnies making their Easter eggs), fishermen and fish, and so on.

(g) **Change Places**. Children stand in a circle holding cards. A child in the centre reads two cards. The children having the cards must run and change places. The child in the centre will try to get one of the places first. If he succeeds, the child whose place he takes must give him his card, and must go into the centre.

A Review for the Suggested Vocabulary for Grade I

To associate the word or phrase with a meaningful context lends the words colour and aids in recall. Try the plan of telling a story which involves some of the words to be reviewed. As the telling progresses the review words are written on the blackboard. The children contribute to the story by reading these words. So that there will be as little interruption of the story as possible, let the children understand that they are to read in turn without having to be given further direction by the teacher. (The words in blackface type in the following story are to be written by the teacher on the blackboard as the story progresses.)

Once upon a time there was a white cat and a black dog who were great friends. They used to sit side by side on the back of a sofa to look out of the window. There they could see the garden full of flowers. Pussy Cat liked best the flowers that were coloured yellow and Puppy Dog liked best the flowers that were coloured red. There were blue flowers in the garden too, but that was because Mary liked them. When the wind blew the red and yellow flowers would bow. Pussy Cat and Puppy Dog thought the flowers bowed to them as though they said, "Come outside to play."

"Bring the chair to the window," said Pussy Cat to Puppy Dog.

Then they climbed on the chair.

We will say, "One, two, three," said Puppy Dog, "then we will take a jump. We shall have fun. We shall hop and play in the garden."

Then they took hands and jumped off the chair out of the window and down into the garden. It was just as easy for them as to walk through a door.

"This is better," they said, "than sitting inside and reading a book."

GRADE I Daily Blackboard Reading

Greetings Anderson and Davidson in "Reading Objectives" suggest that opportunity for effective incidental reading comes at the opening and closing of school. The period should be brief, limited to five minutes at most and should be freshly written before the children's eyes each day. The book suggests: 1. Good morning, Good morning to You. (Sung by the teacher and by children in return).

Good morning, children (children respond).

Good morning, boys (boys respond).

Good morning, girls (girls respond).

2. Good morning, children.

We have a new pupil.

Let us say, Good morning, Anna (children respond).

3. Good morning, boys and girls.

We have a new toy,

Can you find it? (children respond by raising right hand).

Use other words and phrases in salutation, such as, good afternoon, good evening, good-bye, How are you? How is your mother? Isn't this a pleasant day? Shake hands with me. Miss Watkins in "How to Teach Silent Reading to Beginners" emphasizes the use of greetings as one means of shaping courteous replies to everyday questions and to reform slipshod manners of speech. In response to "How is your mother?" the child is taught to say "She is well, I thank you."

Class Direction: Liberal use of action words and sentences should be made in conducting the class and in dismissing it. The pupils should fly, hop and jump to their seats when the class is dismissed. This type of incidental reading is little else than a game and consequently preserves a lively interest in reading.

Rhyme Matching: (a) Presentation of nursery rhymes: (From "Canadian Treasury Manuals"—Book I). The children will recite any rhyme they know. The teacher will read others for them, and they learn them by heart. The teacher will make large posters of pictures with the rhymes printed underneath. From time to time she will hang these round the room or on the bulletin board.

The rhymes may be presented in a variety of ways. Many lend themselves to finger plays. The child's thumb may be Little Miss Muffet; his left hand closed with the thumb up straight, the tuffet, with Miss Muffet on it. The right hand fingers walk along the desk for the spider and then Miss Muffet and the tuffet are frightened away. Then again, the left hand, with the thumb up straight, may be a candlestick for Jack to jump over, or children may march around the room saying, "Jack be nimble, etc." and jumping over imaginary candlesticks. "Little Jack Horner", "Little Tom Tinker", and "Little Tommy Grace had a pain in his face" are good for dramatization. "Little Bo-peep" for a pantomime. The rhymes may be read from library books, or from copies printed on the board or on large posters. (N.B. I would not attempt nursery rhyme teaching in connection with reading, where your class of beginners comes from non-English speaking homes. Such children have not the necessary background for an understanding reading of a nursery rhyme. You would be wiser, I think, to teach such children the everyday vocabulary of school and home in their language work and then base your reading on the material of your language lessons. Rhymes, however, that deal with the world about them, of school and home, these little beginners will be quite able to enjoy at the end of a few months. e.g. "Play, Play, Play, Billie plays his time away" etc.)

Exercises based on Nursery Rhymes: (From Anderson Davidson "Reading Objectives"). Nursery rhymes and verses may be made in duplicate on Manila tag, one card lined for cutting. At first, single lines are cut apart and matched with the card containing the complete verse. The second step is to cut the sentences or single lines into phrases, and last of all into single words. These make interesting puzzles for the children to work upon when other work is completed. When a pupil has completed one puzzle correctly he should be given another, but not until he has done so. Children may also be given the opportunity to illustrate each one, using crayons, clay, or on the blackboard.

GRADE III Silent Reading Exercises

1. **The Fisherman and His Wife**. These are the people you have been reading about: the fisherman; his wife; the Prince in the Sea. Read what is below and write (or draw) beside each saying the name (or picture) of the one who said it. Who said: 1. "I do not like this little house. I must have a castle."

2. "O Prince in the Sea,
Come hearken to me,
My wife Isabel
Has a wish to tell."

3. "Go back to your hut!" 4. "We shall always be happy now." 5. "Go down to the shore and tell the fish I want to be a King." 6. "Let me go. I am a prince. Please put me back and I will swim away."

Can you guess these riddles?

1. Do not bake me in a dish
And I will give you what you wish. Who am I?

2. Though my husband is only a fisherman
I'll live in a castle, if I can.

3. I fish all day on the shore.
At night I go home from the sea.
Why should I ask for more
When I'm now as happy can be?

Which one of the people you read about in this story was

most like the man who killed the goose who laid the golden egg?

II. The Mouse and the Lion. A silent reading and spelling exercise. Here are some words from the story. Read them, looking carefully at the "ee" and "ea" sounds. Can you fill in the blanks below without looking again? Look again if you are not sure. Do not make any mistake. Free; near; please; keep; see; sleeping. 1. This is what the lion was doing. sl - - p - - - 2. This is where the little mouse was when the lion woke up. n - - r. 3. When the mouse was polite to the lion, he said, "Pl - - s - -". 4. This is what the lion did for the mouse and the mouse did for the lion. He set him - - - 5. "If the lion is to be free," said the mouse, "he must k - - p quiet".

6. A mouse can set a lion fr - -

It makes a very good story, you s - -

GRADE IV

Oral Reading—The Walrus and the Carpenter

Teacher to class: My plan for reading this selection is that part of it should be read in chorus by the bulk of the class, just as the voice in the movie sometimes explains what is going on on the stage, but instead of one movie voice, we shall have a number of people reading together. (blackboard outline: I. Chorus Reading). Then we want certain parts read by characters who are acting these parts. That isn't quite as easy as the chorus reading because you have to be moving about (acting) and holding your book and reading at the same time. (blackboard outline: II. Character reading and acting). Then, in the third place, there will be places in the story where characters will be acting on the stage, but the chorus will do the reading that tells about them. (blackboard outline: III. Chorus reading and character acting). That is my plan, but you will have to help me decide which parts are to be read by chorus as in heading I, which parts by the characters acting as they read, as in II, and which parts by the chorus while the characters are acting as in III. Read silently the 1st stanza and tell me whether you would have it read by the chorus, by people acting as they read, or by the chorus while others act. (N.B. This silent reading is preparation not only for the divisions the reading is to take, but for the actual oral reading, which cannot be effective without familiarity with the material to be read. This work may be assigned as seat work). (Would suggest that the 1st three stanzas and last 3 lines of poem be read by the chorus without any accompanying acting: that 1st 4 lines of 4th stanza, stanzas 7, 8, 9, 10 be read by chorus accompanied by the acting of the characters on the stage: that last 2 lines of stanzas 4, 5, 6, 11, 12, 13, 14, 15, 16, 17, and 1st 3 lines of 18 be read by the characters themselves as they act).

Let us mark in our books: chorus, characters, and chorus plus character acting; after the parts that are to be read that way.

Now we can't do a good reading of this interesting selection if we don't prepare to read it well, and practice reading it. I have studied this poem quite carefully already and will read to you the first stanza and then tell you what I was thinking about particularly as I read. (Teacher's reading). 1. (blackboard outline: words said clearly). I wanted you to hear every word. Did you? 2. Because I've read this before I know that the 1st stanza is about the sun and the second about the moon. When I read the 1st stanza then, I want to make it clear that it is all about the "sun"—that is the main idea, and I think hard about that word as I read. (blackboard outline: 2. bring out main ideas). 3. The stanza was amusing and I wanted you to be amused by the funny parts, (billows smooth and bright; odd; middle of the night). (blackboard outline: 3. bring out feeling) Read the 2nd stanza to yourselves thinking of these 3 things. Read aloud in chorus. Teacher listens carefully to the enunciation of the chorus reading, to the inflection or lift of the voice to emphasize moon, for the sulkiness of the moon's attitude, and makes comment accordingly). Class repeat chorus reading after teacher's comment. The whole of the chorus reading is prepared for in this way without action, if your class is somewhat unskilled at dramatization—if good, the dramatization may be introduced alongside the chorus reading.

At this point further seat work assignment is suggested: 1. How many characters will be needed for the dramatization? 2. Which of these words best describes how the Walrus and Carpenter are talking in stanzas 4 and 5; gaily, seriously, happily, angrily? 3. Which word best describes what the oysters would want to do after the Walrus had spoken to them in stanza 6: to run away; go to sleep; to join the Walrus. (Be sure you read the Walrus' speech so that the oysters will want to do that). 4. How will you read stanza 7?

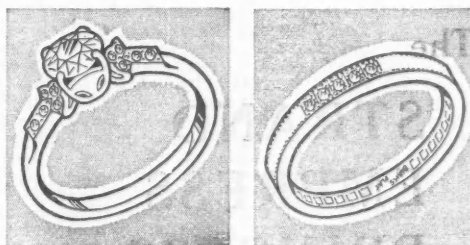
Wisely, stupidly, quickly, sadly? 5. Write down the words that show us we should read stanzas 8 and 9 brightly and quickly. 6. There is a great difference between the way the Walrus speaks and the oysters speak. Which would talk quickly, as though excited, and which slowly as though thinking out what was to be said? 7. The Walrus and the Carpenter speak quite differently in the last part of the poem—page 250. Which speaks as though he felt sorry for the oysters? Did he really? Which words describe how the carpenter spoke? Quickly, happily, kindly, crossly?

Would suggest that the following oral lesson would begin at once with readings and dramatizations and be re-read and improved according to the teacher's suggestions and class suggestions for actions and better readings.

GRADE VI History—Saxon Times

What year is this? To-day we are going to be studying a period about a thousand years ago—the Saxon period in England. Take a minute to think how long ago a thousand years means. It sounds like a very long time, but think: how many years does a person ordinarily live? Shall we say 65 or 70? Divide 70 into 1,000. So the time we are going to speak of is 14 or 15 lives ago. Only 14 or 15 lives—not so very long ago after all! And yet it is rather hard to know very definitely about that time. Do you think it will be difficult for people to find out much about how we lived and what we did in 1,000 years or 14 or 15 lives from now? Probably not. Why? But there were no newspapers only 14 or 15 lives ago; there were few records of any sort kept, and the only history we know anything about during the Saxon period was King Alfred's "Anglo-Saxon Chronicle". And what a different life people lived! Boys and girls did not go to school then, and when they did, it wasn't to a school like yours but to a place called a monastery. Do you know what that is? We still have pictures of some of the famous monasteries of the times. (From Phyllis Wragge "Foundations of History".)

The Monastery of Whitby. (St. Hilda was the Abbess of Whitby). "So Hilda lived on a great cliff that looks down over the grey, northern sea. The place is now called Whitby. In Hilda's time it was called the Bay of Light, perhaps because men set a beacon flaming there on dark nights to guide ships past the rocks safe into the harbour mouth. Behind the cliff stretched miles and miles of desolate moorland. Here and there were scattered villages of fishermen by



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the shore, or of shepherds on the hills.

Men and women came to live with Hilda. They were called monks and nuns, and the house in which they lived a monastery. It had two large sleeping rooms or dormitories, a dining hall and a church. Little boys and girls were sent to the monastery to be taught by the nuns."

Describe the picture that this account leaves in your mind's eye. I suppose all the monks slept in one dormitory and all the nuns in the other, the little boys with the monks and the little girls with the nuns. Where would you think the teaching would go on? What do you suppose the boys and girls were taught? (Boys—to read, to write and to sing; girls—to spin, to embroider, to make herb teas, and perhaps to read). The lessons would no doubt go on during the day, and then during the winter evenings St. Hilda would gather the children at her feet while she told them the story of Abraham, of Joseph, of David—and the story of the Babe of Bethlehem—and taught them to say 'Our Father'.

But the monks and nuns did not spend all their time teaching the children. They had also to write and copy books. (Why did books have to be copied by hand?) You will understand then why it was so important for a monk or nun to be able to copy (or write well, and why it was thought so important for educated boys to be able to "write"). They made candles and ornaments for the church. (You would never think of making a candle now, but so short a time ago as one long life, people in Canada were making their own candles). They read the Bible and stories of the saints. Several times a day they must go and praise God in church with the best music they knew how to make.

There was still other work that the monks and nuns had to do. Men and women must keep alive. They need something else besides a shelter and a roof over their heads to do that. What else do they need? Food and clothing. That means work. When I finish reading you this account of the life at Whitby, write down what you think the monks and nuns would have to eat. Then I shall read it again and you will make a list of what they wore.

"All around the monastery at Whitby lay the wide fields where food was grown for the monks and nuns. There were three great fields. In one grew wheat or rye for making bread and in another, barley for brewing home-made beer;

and every year one of the fields was left 'fallow'—that is, it was left unsown with its sods turned up so that it might get back from the sun and air and rain the good which the crops had taken from it the year before.

There through the winter and spring grazed the cattle which gave milk and cheese and meat, and hides for making shoes and leather coats. There would be meadow-land too, where hay was grown for winter food for the beasts; and on the wide moors beyond the monastery and the little village which grew up around it, fed the flocks of sheep from whose wool tunics and gowns and hoods were made.

The monks did some of the work on the land themselves, but they had servants too. There were men and women to till the fields and look after the animals—ploughmen and shepherds, cowherds and dairymaids, goose-girls and swineherds."

Would the monastery need to be near a town or city? Why not?

Evening supper in the dining-hall and the music that followed constituted the fun or recreation of the day. "Every night as darkness fell, the monks and nuns, and the servants would gather in the great hall of the monastery. A fire burned on a stone hearth in the middle of the room. Some of the blue wood smoke escaped through an opening in the roof overhead, but some swirled and eddied about the hall, blackened the great timbers of the roof, and smoked the fitches of bacon which hung from the beams. The earthen floor was strewn with rushes. Down the sides of the room ran rough wooden tables and wooden benches; and here the men and girls had their supper, perhaps of cold bacon placed in slices on the round cakes of bread which served as plates, perhaps of steaming bean soup served in wooden bowls.

When the meal was done all gathered around the fire. Some one took down an old harp from the wall and as it was passed from hand to hand, each man sang to it some rhyming story of a hero of old, and his deeds in great battle. Some sang verses which they had learnt from their fathers, others made new verses."

King Alfred: The country ravished by the Danes.

"Twice heathen men called Danes, or Vikings, came to England in ships from over the sea. In their own country there was little corn and few cattle. They had not much to eat. So they came sailing from the sea up the English rivers. The sun shone on their horned helmets, and the bright bosses of their round wooden shields. At first they carried off the corn and cattle. Then they broke into churches and monasteries, where they found golden crosses, and cups cut with beautiful jewels, rich robes for the priests to wear and sometimes chests of money. They burnt the churches and sometimes carried off these precious things. They killed the priests and monks. Men became afraid to live in the monasteries. There was no one left to copy books or to teach the people. Englishmen had to spend all their time fighting.

The first bands of Vikings went away when they had taken what plunder they could. But when Alfred was growing up, some of them stayed in England, summer and winter alike, and tried to conquer it for themselves. They came in greater and greater numbers. Terrible battles were fought each summer. The English were driven farther and farther into the wilds of the West country. When winter came, with its snow and rain and short days, there was little or no fighting. Men could not march through the mud or camp upon the sodden ground."

Some notes on Hereward the Wake: After the Normans had conquered England and William had become King, in every village there rode a Norman Knight who said that the village had been given to him by the King. Perhaps the English noble to whom the village had belonged had been killed in fighting; perhaps he had been driven into the forests as "outlaws" for fighting against William. You know the name of one of these famous outlaws already. He lived in Sherwood Forest. Who was that? The outlaws not only lived in the forests but in boats in marshy parts of England called the Fens, and on unknown islands. Why would the outlaws go to these places to live? The leader of these Fen outlaws was called Hereward. "In latter days men said that he had been so wild as a boy that his father had asked the English King, Edward the Confessor, to send him out of the country. He had been banished and had wandered from country to country, having many strange adventures. They said he had married a wife who knew many magic arts, and that he rode a horse so swift that it was called Swallow."

Away in the centre of the Fens was an island called Ely where there was a great monastery filled with monks who hated William's rule and were not at all afraid of him. The outlaws knew this and group after group of them set out

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in the longboats to steer their way to the island of Ely where they were welcomed by the monks. "For a year monks and outlaws lived side by side in the monastery, taking their meals together in the great diningroom or refectory. The outlaws hung their shields and battle axes on the walls. Hereward and some of the other leaders sat at the Abbott's own table at the head of the room.

When William heard that rebels were gathering in the Isle of Ely, he prepared ships and called his soldiers together. Knights came with spears and shields, and men-at-arms with bows and arrows. They came by boat, as near as they could to the Isle of Ely. But how were they to get on the island?

Then the king ordered his men to collect stones and hides and wood to build a bridge across the marsh. Legend says that the king also built a wooden tower by the bridge and put a witch in it to cast spells upon the outlaws.

As the bridge got near the island, Hereward's men crept out at dawn. They had burning brands in their hands; they threw them at the timbers of the bridge. Flames leapt up. Soon the bridge, the tower, and the witch were all in flames.

Once a pedlar came to the King's camp selling pots. After he had gone away the English knew William's plans. The pedlar was really Hereward in disguise. He had heard the soldiers talk in camp, and found out all he needed to know.

Very likely these old stories are true. We know that it took William many months to take the island. At last he succeeded. The monks and the English leaders submitted—all except Hereward and a few loyal men who would follow him anywhere. When he knew that the others meant to give in he took a boat and sailed away over the Fens and down the rivers until he came to the open sea." . . . and we do not know what became of him.

GRADE VIII

Arithmetic

Decimals: Reading and Writing, Changing Decimals to Fractions. Addition and Subtraction with Problems.

To arouse interest in decimals you might give your class a little of their history. Decimals were unknown to the Romans and Greeks who did not make use of place values as we do. It is not known certainly how they originated but two suggestions have been made.

1. Decimals may be considered as a shorthand method of writing common fractions. If we hold this view we must consider ten as the basis of our number system. Thus we have .1 equals $\frac{1}{10}$ th; .01 equals $\frac{1}{100}$ th; .001 equals $\frac{1}{1000}$ th; .0001 equals $\frac{1}{10,000}$ th, etc. Your first lesson on decimals then could open with a review of the writing of such fractions as $\frac{4}{15}$ ths, $\frac{5}{24}$ ths, $\frac{7}{12}$ ths, etc., and pass from that to fractions whose denominations were 10, 100, 1000, etc., and then to the simplified decimal form, $\frac{1}{10}$ th equals .1.

2. We might consider decimals to have developed from the decimal scale for integral numbers. Numbers diminish in value from left to right in a ten-fold ratio. e.g. 1000, 100, 10, 1. Why not extend this number scale to the right and we will work naturally into decimal fractions? e.g. 1.1; 1.11; 1.111 equals $1\frac{1}{10}$ th; $1\frac{11}{100}$ ths; $1\frac{111}{1000}$ ths. This theory would provide another opening for the lesson on decimals. Show how when we get to something smaller than 1, the last unit, we can continue writing smaller and smaller numbers diminishing in the ten-fold ratio after the decimal just as they did before teaching the decimal place.

A book was written in 1585 by Stevin showing the practical value of decimals, but it was not until a century and a half after the publication of Stevin's book that the decimal system was generally taught which brings us to the year 1735 A.D.

Some of the interesting early methods of expressing decimal fractions were:

0123/5992; 0 1 11 111; 5992ⁱⁱⁱ; 5992³; 5/992; 5 992; 5/992

5 9 9 2

as against our modern and simple 5.992. Pellos (1492) was the first to actually use the decimal point. To-day in the United States and Canada we use 5.992; England 5.992; Germany, France and Italy 5,992 or 5992. A zero is sometimes used to prevent errors, in which case .7 become 0.7 showing definitely the place of the decimal point.

Any one of the systems in vogue is satisfactory. All that is needed is to show where the integers end and the fractions begin. To show that decimals have been slowly and painfully developed one writer says, "Simple as they now appear, the development of decimal fractions was too great for any one mind or age."

N.B. It is essential to explain the system rationally and such

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an exposition can be based on either of the above suggested origins of the system. See above 1 and 2.

Reading and Writing Decimal Fractions

To gain facility in this work have the pupils memorize the order of the decimal scale and have them note their position with regard to the decimal point, e.g. hundredths is the second decimal order; ten-thousandths is the fourth; millionths is the sixth, etc. If the student is asked to write two hundred twelve millionths, he should say to himself "Millionths is the sixth, and there are three figures in two hundred twelve, therefore I shall need three zeros after the decimal point, thus: .000212. Note here a definite advantage in being able to write decimals from left to right promptly. Give plenty of practice in this work. Dictate with clear enunciation such exercises as the following: write six hundred twelve ten thousandths (.0612): How would you write four hundred thirty-two hundred thousandths? Answer: Decimal point, zero, zero (or two zeros), four, three, two.

In reading pure decimals have the pupils read as in whole numbers and then state the decimal order name of the figure at the extreme right. Thus we should read .002164: two thousand, one hundred, sixty-four millionths.

To read mixed decimals, read the integral part and follow with the decimal part joining the two together by "and". Thus: 3.264 is read; three and two hundred sixty-four thousandths. (Note particularly that in reading mixed decimals the word and should be used after reading the integral part and in no other place.)

A knowledge of comparative values is important in connection with decimals. How many pounds are represented by each figure taken separately in 624.054 lbs? How much money by each figure in \$.547? Have the pupils practice arranging decimal fractions in ascending and descending order comparing their values, e.g., 0.1; .098; .01; .00998. What decimal fraction of two digits is nearest in value to .5743 or .03875?

Most of the emphasis should be placed upon the first four decimal orders and little emphasis after the sixth.

The pupils should understand clearly that zeros may be added to the right of a decimal fraction without altering the value of the fraction. Ex. .16 is the same as .1 plus .06. If we write 5 to the right of the 6 we get .165 which has certainly altered the value of the fraction by adding five thousandths. If we write 2 to the right we get .162. How

much has been added now? Suppose we add a zero and we get .160. Has anything been added? Demonstrate with two or more zeros.

A second way of illustrating this point is to show that adding zeros is similar to multiplying both terms of the fraction by powers of 10. Ex. .15 equals 15/100 equals 150/1000 equals 1500/10000 equals .1500. This last 1500/10000 or .1500 can be reduced without alteration in value to the original .15.

Changing decimal fractions to common fractions is a simple operation. Omit the decimal point in the decimal fraction to obtain numerator and to obtain the denominator write the name of the right hand figure of the decimal fraction. Reduce this fraction to its lowest terms.

.675 equals 675/1000 equals 27/40.

.03 1/3 equals 3 1/3/100 equals 10/3/100 equals 10/300 equals 1/30. This assists in the review of complex fractions.

In addition and subtraction of decimals great care should be taken to show that units of the same order must be placed one above the other and the decimal points must stand in a vertical line. In the result the decimal point is placed directly below the line of decimal points.

Problems

1. The rainfall for the years 1925 to 1933 inclusive, in Victoria, B.C., was as follows: 46.072 inches; 39.6687 inches; 51.347 inches; 48.0004 inches; 45.3672 inches; 50.0402 inches; 52.622 inches; 48.0005 inches; 40.0072 inches respectively. How many inches of rain fell during this nine year period?

2. From a bar of iron 16.334 feet long a piece 9.0006 feet long was cut and delivered to a customer of the foundry that produced it. What length of the iron bar remained at the foundry?

3. The champion broad jumper at the school sports jumped a distance of 17.0086 feet. The "runner-up" jumped 16.998 feet. By what decimal fraction of a foot did the "runner-up" lose the title? By what common fraction?

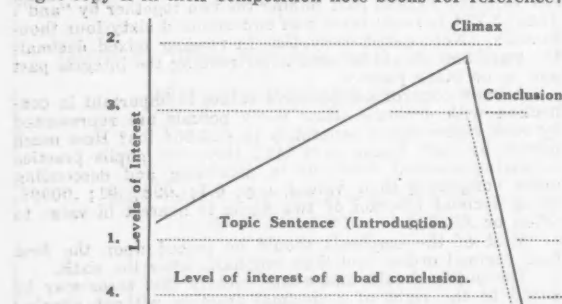
4. The aggregate attendance of a Grade VII class of 40 pupils for 22 days in school was 864.5. How much was this less than the possible attendance for that month?

5. A girl went fishing to the Highwood River in June. She was fly fishing and caught trout of the following lengths: 16.324 inches; 23.06 inches; 12.998 inches; 14.02 inches; 19.5 inches. What was the combined length in inches of her catch?

GRADE VII Composition: The Narrative Paragraph

Narration means telling a story. It is difficult to tell a really good story in one paragraph and we must put our minds to it if we wish to achieve success in this branch of our composition. Even for one paragraph it is wise to make a plan first so as to be working along definite lines. Suppose we are telling about our Hallowe'en party. Let us plan the tale: 1. When it took place; where it took place; who were there. 2. The games we played. 3. The Supper. 4. The Ghost Story. 5. The Conclusion (Going Home), etc. Our paragraph is limited in length so that we must choose what we are going to say carefully; every word and every sentence must count. We must also decide what we are going to stress. Perhaps the games interested you most, or the decorations of the supper table, or the ghost story. Unless you stress and expand what interested you most, the level of interest throughout your paragraph is likely to be low.

Here is a diagram that might be used to show the pupils what a good narrative paragraph should be like. The pupils might copy it in their composition note books for reference:



We begin our paragraph with a topic sentence, which following our plan, should tell us "when", "where" and "who". This topic sentence should arouse our interest. Can

you think of an exclamatory sentence that would open our paragraph well? From our interesting opening the level of interest should rise while we are telling briefly about the games and supper until we reach the climax, or highest point of interest in the most exciting and spooky part of the ghost story. Now we are at a critical point in our paragraph. If we end it carelessly we will bring the level of interest below that of our starting point. (See No. 1 in the diagram). There is a dotted line drawn to show where the level of interest would fall if you used such an ending as this: "Then we went home." (See No. 4). We must not make such a bad mistake. The conclusion should sustain the interest and leave us still tingling with excitement. It should be definitely satisfying. Sheridan in his book on the teaching of Composition shows how the conclusion of a paragraph gains by containing some personal comment on the material of the paragraph.

A little talk about a good moving picture will also bring out the points we have been trying to learn. First we hear about and read advertisements about a picture such as "Queen Christina". We decide to see the picture and our level of interest is high as we enter the theatre. The level of interest rises definitely until we reach the point in the story where Queen Christina abdicates the throne in order to prove her great love. The story is a tragedy and ends with a conclusion that shocks us but keeps the level of interest still high—much higher than when we entered the theatre. If the conclusion had not been well done we should have been dissatisfied and our interest would not have been sustained. It is harder to end your paragraph well than to begin it successfully.

Having planned the broad outline of the paragraph and perhaps written a rough draft of it, let us turn our attention to the details and especially the words we are going to use. It is well to have plenty "on tap" as it were. These are synonyms—that is words of somewhat similar meaning: 1. merry, lively, sportive, jocund, vivacious, sprightly; 2. laughable, amusing, ridiculous, ludicrous, comical, droll; 3. strange, odd, peculiar, singular, eccentric; 4. cold, cool, icy, frigid, chilly; 5. pleasant, agreeable, delicious, delightful; 6. ghostly, spooky, elfish, eerie, wraith-like, phantom-like. These synonyms should help us to use suitable words to describe the games, the supper, and the ghost story, and prevent us from repeating ourselves. Don't forget, too, that there are four kinds of sentences to work with and not one.

The following is a narrative paragraph adapted from the writings of Oliver Goldsmith, the author of "The Deserted Village" and "The Vicar of Wakefield".

Hamti, the best and wisest emperor that ever filled the throne of China, had gained three signal victories over the Tartars. According to custom when he returned to Nankin, he promised his people that upon the next feast of the Lanterns he would exhibit one of the most glorious triumphs that they had ever seen. The people were in raptures at his condescension. On the appointed day they assembled at the gates of the palace with the most eager expectations. Here they waited for some time, without seeing any of those preparations which precede a pageant. The lantern with its ten thousand tapers was not yet brought forth; the fireworks which usually covered the city walls were not yet lighted. The people began to murmur at this delay. In the midst of their impatience the palace gates flew open and the emperor himself appeared, not in splendor or magnificence, but in ordinary habit. He was followed by the blind, the maimed, and the strangers of the city, all in new clothes and each carrying in his hand money enough to supply him with the necessities for a year. The people were at first amazed, but soon perceived the wisdom of their king, who taught them that to make one man happy was more truly great than having ten thousand captives groaning at the wheels of his chariot.

Does this paragraph meet the requirements of good narrative? Does it agree with the idea that our diagram gives us? In what way? What did Goldsmith stress in this paragraph? (The unusualness of the procession).

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